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ABSTRACT

This report culminates the final phase of a three phase project the purpose of which was to develop strategies for dealing with the information needs of urban residents. The focus has been on the information practitioner-client interaction, and how practitioners can effectively deal with individual citizens when these citizens and their needs take on myriad forms at myriad times. The first two phases of the project involved research studies. Phase I studied citizens and how they use information. On the basis of the Phase I results, an approach to providing information services called the client-in-situation approach, was developed. The Phase II project studied information practitioners to determine their readiness to use this approach. The purpose of the third phase was to develop training modules encapsulating the major conceptual developments and empirical findings from the prior two phases. Twenty training modules, encompassing 30-plus hours of training, were developed in such a way that any practitioner can, with sufficient preparation time, conduct training. The modules were then evaluated under two training conditions, with library and information agency practitioners and with library school students. Detailed results from these evaluations are presented in the report as an aid for prospective trainers. (Author)

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Final Report

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THE DEVELOPMENT OF STRATEGIES FOR DEALING WITH THE INFORMATION NEEDS OF URBAN RESIDENTS: PHASE III - APPLICATIONS

Brenda Dervin
Douglas Zweizig
Verne A. Gray
Edward P. Hall
Colleen Kwan
Kathleen Lalley
Robert Schnelle
Josephine Yung

School of Communications
University of Washington
Seattle, Washington 98195

November 1977

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U.S. DEPARTMENT OF

HEALTH, EDUCATION, AND WELFARE

Office of Education
Office of Libraries and Learning Resources

LR005537

ABSTRACT

This report culminates the third phase of a three-phase project whose purpose was to develop strategies for dealing with the information needs of urban residents. The focus has been on the information practitioner-client interaction, and how practitioners can effectively deal with individual citizens when these citizens and their needs take on myriad forms at myriad times. The first two phases of the project involved research studies. Phase I studied citizens and how they use information. On the basis of the Phase I results, an approach to providing information services, called the client-in-situation approach, was developed. The Phase II project studied information practitioners to determine their readiness to use this approach. The purpose of the third phase was to develop training modules encapsulating the major conceptual developments and empirical findings from the prior two phases. Twenty training modules, encompassing 30-plus hours of training, were developed in such a way that any practitioner can, with sufficient preparation time, conduct training. The modules were then evaluated under two training conditions, with library and information agency practitioners and with library school students. Detailed results from these evaluations are presented in the report as an aid for prospective trainers.

PREFACE

A number of people made special contributions to this project and deserve individual mention.

- Douglas Zweizig, Assistant Professor in the University of Washington School of Librarianship, served as Assistant Investigator, bringing to the project his unique combination of expertise both in communications and librarianship as well as his continued interest in the real-world applications of project efforts.
- Edward Hall, Colleen Kwan, and Kathleen Lalley -- all graduate students in the University of Washington School of Communications -- served as research assistants with devotion, good humor, intelligence, and a continuing sense of quality.
- Josephine Yung -- graduate student in the University of Washington School of Education -- served as project assistant; her refined sense of rightness left its mark on all project efforts.
- Verne A. Gray -- graduate student in the University of Washington School of Librarianship -- served ably as project editor.
- Robert Schnelle -- undergraduate at the University of Washington -- served as student research aide with a degree of competence that is rare.
- Alex Edelstein -- Director of the University of Washington School of Communications -- supported the project in many ways.
- Peter Hiatt -- Director of the University of Washington School of Librarianship -- also supported the project in many ways, in particular facilitating the summer school course in which the training modules received one of their debut tests.
- Richard Carter -- member of the University of Washington School of Communications faculty -- served as faculty consultant; his theoretical work provides a great deal of the conceptual basis on which this project rests.
- Spencer Shaw -- member of the University of Washington School of Librarianship faculty -- organized a public colloquium at which the project received one of its first public discussions in the Seattle community.
- Jeffrey Katzer, Associate Professor at the School of Information Studies, Syracuse University, Syracuse, New York, served as principal project consultant and contributed much to the development of the training modules.

* John Bowes, Arthur France, Mary Ann Heller, Kenneth Jackson, and Keith Stamm -- all of the University of Washington School of Communications faculty -- served as consultants in the module development phase of the project.

* Ruth Hamilton -- formerly of the Washington State Library and now free-lance consultant -- served as project consultant and module evaluator.

* Ron Dubberly and Herb Mutschler, directors, respectively, of Seattle Public Library and King County Library System, both served as project consultants. In addition, both cooperated by selecting members of their staffs to attend a training workshop at which the project modules were used.

* Mollie Tremaine, Administrator of United Way Information and Referral in Seattle, also served as consultant and cooperated by selecting members of her staff to participate in training.

* Mr. William Unti, Executive Director of the Seattle Easter Seal Society, cooperated by selecting members of the Easter Seal Community Information System staff to participate in training.

* Byron Mauck, formerly External Affairs Project Director of the Easter Seal Community Information System in Seattle and currently free-lance consultant, served as project consultant during the module development phase.

* Tom Childers, Associate Professor in the Graduate School of Library Science, Drexel University, served as project consultant.

* Ann Drennan, adult educator, currently with Literacy Action of Washington, D.C., Inc., served as project consultant.

* Verda Hansberry, Assistant City Librarian at the Seattle Public Library, served as project consultant.

* Sylvia Harlock, formerly Instructor in the Department of Rehabilitation Medicine, University of Washington and currently graduate student in the School of Communications, served as project consultant.

* Robert Taylor, Dean of the School of Information Studies, Syracuse University, served as project consultant.

* Mimi Fellores -- graduate student in the University of Washington School of Education -- helped ably with the production of the final report.

Brenda Dervin

Brenda Dervin
November 1977

PHASE III PROJECT STAFF

Project Director/Principal Investigator	Brenda Dervin, Ph.D.
Assistant Investigator	Douglas Zweizig, Ph.D.
Research Assistants	Edward P. Hall
	Colleen Kwan
	Kathleen Lalley
Project Assistant	Josephine Yung
Project Editor	Verne A. Gray
Student Research Aide	Robert Schnelle
Project Typist	Mimi Fellores
Principal Consultant	Jeffrey Katzer, Ph.D.
Consultants	John Bowes, Ph.D.
	Richard F. Carter, Ph.D.
	Thomas Childers, Ph.D.
	Ann Drennan
	Ronald A. Dubberly
	Arthur France, Ph.D.
	Ruth Hamilton
	Verda Hansberry
	Sylvia Harlock
	Mary Ann Heller, Ph.D.
	Peter Hiatt, Ph.D.
	Kenneth Jackson, Ph.D.
	Byron Mauck
	Herbert Mutschler
	Keith Stamm, Ph.D.
	Robert Taylor
	Mollie Tremaine

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CHAPTER I

THE PROJECT

This report represents the culmination of a three-year project whose purpose was the development of alternative strategies for dealing with the information needs of urban residents.

> PHASE I of the project consisted of a CITIZEN STUDY. It focused on how citizens see and cope with their everyday troublesome situations and how and when they use information in that process.
>
> PHASE II consisted of a PRACTITIONER STUDY. It focused on the accuracy of information practitioner (i.e. librarian and information specialist) perceptions of citizens.
>
> PHASE III consisted of MODULE DEVELOPMENT. It incorporated the major findings from the prior two phases into a series of training modules to be used with and by information practitioners.

By design, this project has explicitly planned for the extension of research findings to the actual training needs of practicing professionals. The Phase I and II surveys were large-scale studies. Both were backed by considerable theoretic development. Both, however, were conducted specifically with an eye on how the results would be helpful in training.

This report -- the Phase III report -- is, thus, more than just an ending. It is also a summarization, for it incorporates all the important findings from the prior two phases into 30-plus hours of training for current or future information practitioners. It also includes a detailed record of the procedures used for module development as well as a detailed record of two test-evaluations of the training modules.

This report has been designed to be used in conjunction with the Phase I and Phase II reports.[1] Any practitioner or practitioner-trainer who has copies of the three reports plus ample study and preparation time can, with minimal other resources, use the training modules.

The project focus

The purpose of this project, as stated briefly in the title, cloaks both the complexity of the issues which mandated the project as well as the complexity of the journey taken to face these issues. As originally stated, the project purpose was to develop alternative means by which librarians and other information practitioners can cope more effectively with myriad clients when each of these clients is a unique individual embedded in a unique situation. The essential concern, then, was how one "system" might serve many clients uniquely and individually.[2]

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[1] Citations for the Phase I and Phase II project reports are listed in the bibliography at the end of this chapter as Dervin et al. 1976 and Dervin et al. 1977. Other project references are listed there: Dervin 1976a, 1976b, 1976c, 1976d, 1977a, 1977b; Zweizig 1977; Zweizig and Dervin 1977.

The concern, of course, is not one just of information practitioners. It plagues professionals in all human service delivery fields. Yet, in contrast to other areas of service delivery, the librarianship and information fields have paid considerably less attention to the issue of the uniqueness of clients.[3] One explanation for this is that the information fields more clearly limit themselves to information transfer. Further, information transfer has been seen, in our society, as a relatively mechanistic task. Information is seen as being valuable because it describes reality and thus lets people adapt to reality better. People are said to seek out information because it is valuable. Information transfer is simply a matter of collecting, sorting, retrieving, and disseminating. As the body of available information gets bigger, better retrieval systems are necessary. As the body of available information gets bigger, people should be making better decisions.

And so the reasoning goes. Of course, the series of assumptions do not hold. One cue that they don't is that there exists in the literature[4] a series of paradoxes about information. One paradox rests on the notion that information is valuable. Our society believes this. Ask the average citizen and he'll agree. Yet, if information is so valuable, why is it that study after study shows that very few citizens actively seek information from any institutionalized source -- library, service agency, or media -- in the process of trying to resolve troublesome situations? Why is it that the proportion of citizens who use libraries is less than 25% and in some studies less than 10%? Why is it that support for libraries is dwindling? Why is it that while city fathers agree that comprehensive information and referral agencies are nice, support for these dwindles as well?

A second paradox rests on the notion that we have an information rich society. We are so information rich, in fact, that we complain of overload. Yet, study after study shows that our citizenry is uninformed about both public affairs as well as personal concerns. And, study after study shows that even those citizens who attempt to find information that might help often fail.

---

[2] Readers who want a more complete abstract of the Phase I and Phase II studies than this chapter presents are referred to Module #5 on pages III-87 to III-128 in Chapter III.

[3] This point has been documented by Dervin 1976c, 1976d, Zweizig 1973, Zweizig 1977, Zweizig and Dervin 1977.

[4] For full documentation of these points, see Dervin et al. 1976, Dervin et al. 1977, Zweizig 1973, Zweizig 1977, Zweizig and Dervin 1977.

A third paradox rests on the notion that bigger and better information retrieval and dissemination systems will help. Yet, evidence shows that despite the voluminous resources being poured into bigger and better systems, the citizenry is not better informed nor more able to find helpful information.

The airing of such paradoxes is, of course, depressing. The typical response when the findings on the state of information in society are aired is to blame the citizen. We hear charges that citizens don't take the time to learn how to use our information systems well. Citizens like entertainment better than information. Citizens don't really want to be informed.

Despite these typical defenses, one begins to suspect that somewhere in the middle of these paradoxes is something to be learned about how information practitioners can be more helpful to citizens. In order to make progress, though, the project team found it necessary to stop asking questions about what's wrong with citizens and start asking questions about what's wrong with our own assumptions. In particular, we had to ask what was wrong with our current assumptions about what information is, how people use it, and how information systems can help.

In our society, we see information as valuable because we assume it describes reality and can thus reduce our uncertainty and let us cope better. In short, we believe that if we have more information we know more about what the world is like and can cope with the world better.

This conception of information has led to the development of information systems that essentially ignore the human users of those systems. We have mass media that present bullet news, news of the moment, news of sensation, that leave the public without context or personal understanding. We have libraries organized around category schemes that mirror an assumed rightfully ordered reality. We have educational systems that emphasize facts over reason. All of these systems measure their impact by counting the volume of information transfer -- the number of books circulated, the number of viewers obtained, the number of users, the number of graduates.

All of these systems are essentially based on a transmission mentality.[5] The idea is that there is some absolute order out there which information describes. Each and every bit of information has its own rightful place when stored because it describes a rightful place in a rightfully ordered reality. In order to access and use that information, citizens must bend to that rightful order. Since it is pretty difficult to know about all the rightful order that exists, experts are trained to help citizens have access. As time passes, more and more information is collected about the rightful order. This makes the storage and retrieval job harder, requiring more experts and bigger systems.

---

[5] The term "transmission mentality" comes from Friere. See, in particular, Friere 1970.

When pushed to this extreme, this description may sound absurd. It does, unfortunately, encompass most of the assumptions within which our current systems try to operate. The actuality, however, is that the set of assumptions do not work. Einstein, among others, told us so.[6]

Reality is such that there is no rightful order. Information, thus, can not ever describe everything or get things all connected. Reality is such that both people and things are free to move independent of each other. Reality is such that man's actions today make yesterday's information useless. Reality is such that human survival depends not only on man's ability to adapt to the given order which objective information describes but on his ability to create answers for the next moment which is not yet described. Reality is such that each individual must create his own answers for his own unique slice of time-space.

In this context, information -- that valuable commodity -- is useless unless it can be used by a particular person in his own particular time-space. And, information will be used only if it is helpful to that person as he attempts to make personal sense. It is that person who has to make sense, for there is no sense in information per se. An informed citizen must, therefore, be a self-informing citizen. And, institutions mandated to help citizens become informed must be mandated to intersect helpfully in individual sense-making processes.

What does this mean, though, to say that institutions need to help people make personal sense? At this point in time we have little comprehension of what it does mean. Rather, we are better at saying what it does not mean. Right now, most of our information systems are not designed to help people in their individual sense-making processes. Rather, they are designed to collect, store, retrieve, and disseminate information. They assume that information equals sense. They assume that sense is external to the person.

This assumption is constantly battered by demands on our systems. The most common, of course, are the demands from citizens that their own needs be met. Since the voice of any one individual gets lost in our current systems, we have listened to the voices of many. What has emerged is a series of services designed to meet the needs of vocal and/or well-represented population sub-groups. They are numerous: old, young, black, white, blue collar, female, male, professional, low class, handicapped, middle-aged, and so on. In the literature of librarianship and information science, one sees reference after reference to the development of yet more services designed to meet the needs of unique population sub-groups. One also sees signs in that literature of a beginning awareness that the population sub-group approach is rapidly over-extending resources and possibilities. It is not hard to imagine why. If one takes only twenty such attributes of people with two values each (e.g. old and young, male and female, black and white), the intersection of the attributes yields well over one million "people-types."

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[6] For a full list of the references used in developing an alternate way of looking at information, see the Phase I report (Dervin et al. 1976). This alternate conception and the rationale for it relies heavily on the work of Richard Carter (1973, 1974, 1975, 1976).

The impracticality of the population sub-group approach, however, is really only a symptom of the actual difficulty. On the surface, it appears as if the population sub-group approach offers a means of individualized service. But, in actuality, the approach merely perpetuates the very same difficulties of normative information systems that it is trying to circumvent. It still assumes that information equals sense. It still assumes that sense is external to the person. It still assumes that information transfer is an essentially mechanistic procedure. It merely acknowledges that different population sub-groups may focus on different aspects of information. Once one is labeled a member of a given sub-group, one is seen as being the same across time and space.

But people do not behave across time and space. They behave in single moments, at specific points in time-space. Each of us is bound into time-space. We move through time-space on the basis of our built-up understandings of the world. We learned these from our parents, from school, from our own observations and thinking. If the past sense we've made in our heads still works, we will not seek a new sense. However, since life is inherently unmanageable and there is no rightful order, our past sense frequently wears out. We often find ourselves in the need of new sense.

When we need new sense, we can make it without seeking external information at all. We call that thinking. In the process, we can also do other things: reading, viewing, seeking, asking, listening. Thus, our efforts to make new sense arise from the fact that our movement through time-space finds us in circumstances for which we need new sense. If we do manage to run into some relevant external information as we attempt to make new sense, we will evaluate whether that information was useful or not in terms of whether that information allowed us to make the kind of sense we were looking for.

This, then, was the theoretic context within which the Phase I and II studies were conducted. The underlying purpose was to begin to determine what it means to design information systems and offer services that help people make personal sense.

The Phase I study

In the Phase I study, we asked adult residents of the city of Seattle to describe recent troublesome situations, how they saw them, and how they informed themselves. We interviewed 300 general population adults and 151 primarily low-income Asian and 151 primarily low-income Black adults. The respondents were located through the use of four-stage geographic probability sampling techniques.

We found the expected low usage of institutional information resources in situation-facing. Fewer than 2% of our 602 respondents sought information from a library or other information agency in the process of facing their recent troublesome situations. Less than 6% sought information from any of the mass media. Less than 5% sought information from government agencies; less than 4% from educational institutions; less than 2% from social service agencies. Thus, our results confirmed the incredibly low use of our so-called informing institutions.

Despite this, we did find a large amount of informing behavior -- both information seeking and information creating. Our respondents were frequently busy making sense. They had to be. The very nature of a troublesome situation is such that one's old sense has run out. New events impede. New sense is needed. So while our findings told us little about how people use institutions they told us a lot about how people inform themselves. It is on the basis of just such findings that we can begin to redesign our systems and design new ones that can be more helpful to citizens in their attempts to inform themselves.

The findings from the Phase I study both confirm and expand the theoretic context developed to guide the study. The major themes that emerged from the findings included the following:

- Information is that which informs. The Phase I findings showed that respondents informed themselves in a variety of ways, some of which are not traditionally thought of as "information." Thus, for example, respondents indicated that sometimes they wanted to learn about the opinions and ideas of others; sometimes they wanted to figure out what they themselves thought; sometimes they wanted to learn about feelings and emotions of self and other.

- Informing occurs in the context of time-space bound situations. Throughout the Phase I study, a number of situational descriptors proved to relate well to the ways in which respondents said they informed themselves and the kinds of questions respondents wanted answers to. One situational descriptor that emerged was respondent movement state, indicating whether the respondent saw himself as choosing between options (decision state), getting around an obstacle (problem state), lacking control (worry state), or trying to adjust to a road he has been forced to travel (problematic state). Such situational descriptors as these were applied equally well to respondents from different racial and economic groups and were better predictors of informing behaviors than race or income.

- Informing needs change as the individual moves through time-space. The Phase I study showed that as the respondents moved through time, their situational perceptions changed and thus their informing needs changed. One individual started in a worry state, for example, then moved to a decision, back to a worry, to a problematic, then to a worry, then to a decision. These changes occurred as events occurred and as the respondent's own thinking changed. With each change came a different set of questions to which the respondent needed answers. In some cases, even the very act of talking about his situation was informing to a respondent and lead to a situation-perception change.

- Information is a means, not an end. The Phase I findings showed that information was rarely mentioned as a specific end. Rather, respondents indicated that they stopped to inform themselves when they had to -- when their old "sense" wore out. They then evaluated the helpfulness of any information or service they received not in terms of whether it was objective or expert or information-filled, but rather in terms of whether it helped them achieve the kind of sense they were looking for. Their measures of helpfulness varied. Some respondents judged information, for example, in terms of whether it helped them make progress toward resolution. Others asked whether it helped them achieve self control, get reassurance about or from others, get motivation to continue, get clarification, or get procedures for moving.

On the basis of these major findings, the Phase I study concluded that if our information systems are to be more helpful to people they must be communication-based rather than simply information-based. Information-based systems are organized to collect, store, retrieve, and disseminate information. Communication-based systems would be organized to intersect helpfully in citizen informing processes. Information-based systems evaluate themselves on the amount of information transferred. Communication-based systems would evaluate themselves on the number of helpfulnesses of different kinds provided. Information-based systems categorize and store information in terms of a posited rightful order. Communication-based systems would categorize and store information in terms of how people go about sense-making in different kinds of situations.

The Phase II study

The Phase II study was designed to assess how prepared information practitioners are for working in the context of communication-based information systems. All of the Phase I findings were intersected into a description of the kind of approach to service needed in a communication-based system. A short-hand label for this approach was developed: the client-in-situation approach.

In explicating the client-in-situation approach from the perspective of a practitioner, it was noted that the current approach -- the one now normatively accepted -- treats the client with an information need somewhat like a doctor treats the patient with a disease. Since it is assumed that information equals sense and sense is external to the person, both the disease and the information need can be treated independent of the client-patient.

The client-in-situation approach contrasts markedly to this normative approach. In the client-in-situation approach the "information need" of the client is part of the client's situation. Only the client can tell what his situation is like. Only the client can tell what questions he needs answers to. Only the client can assess whether he has been helped. Only the client can tell what kind of help he needs.

In this context, then, the practitioner must be skilled at using communication behaviors as tools for implementing the client-in-situation approach. It is only by communicating that the practitioner can learn how the client sees his situation. It is only by communicating that the practitioner can learn what kind of help the client seeks. Thus, it is only by communicating that the practitioner can intersect helpfully.

The central question of the Phase II study, then, was how well prepared are information practitioners for using the client-in-situation approach. Ability to use the client-in-situation approach was seen as resting on two dimensions. The first dimension includes awarenesses of citizen situation-facing: how people face troublesome situations, how they perceive them, how their perceptions relate to their informing behaviors, and so on. The second dimension includes behavioral skill: the ability to use communications as tools for implementing the client-in-situation approach. The Phase II study looked at both of these dimensions.

The Phase II respondent pool consisted of two sub-samples. The first consisted of 126 public librarians from the two public library systems serving the city of Seattle and King County in the State of Washington. This sub-sample was chosen judgmentally by library administrators and consisted of approximately 50% of the professional librarians in the two systems. The second sub-sample consisted of 141 respondents of human service agencies serving the Seattle metropolitan area. These agencies were selected using random sampling procedures from a universe of 408 such agencies having an information and referral function in whole or in part. The actual respondents in the agencies were selected by administrators.

In responding to the Phase II questionnaire, the respondents had essentially one assignment. They were to deal with a variety of concepts representing the client-in-situation approach in a variety of ways. In order to give them the necessary vocabulary for completing this task, the questionnaire was designed to both instruct and elicit responses. It was felt that in this way respondent ability to deal with the client-in-situation approach would receive its fairest test.

The client-in-situation concepts that the respondents were asked to deal with were all drawn from the Phase I report. In all, 115 concepts were drawn from the citizen study and presented to the practitioner-respondents with definitions which allowed the practitioners to then use them in completing the Phase II questionnaire. The practitioners were asked, for example, to indicate what percentage of their recent clients "saw themselves in a decision situation where they had to choose between two or more options" or "saw themselves as seeking objective information." These are only two of the 115 attributes presented to the respondents.

The respondents were asked to complete three tasks using the client-in-situation checklist of 115 concepts. First, they were asked to indicate what percentage of their clients in the last six months could be described by each attribute. Then, they were asked to indicate which of the attributes they would like to see emphasized in an "ideal system" -- one designed to help people where they most need help. Finally, they were asked to indicate on which of the attributes they felt they had sufficient experience and ability so that they could train other practitioners in how to deal with them. After applying the client-in-situation checklist three times, the respondents were asked to react to a handbook on situation-facing written for citizens and incorporating the major findings from the citizen study. One other section of the questionnaire asked the practitioner-respondents to report how frequently in their recent interactions with clients they had had a series of communication accidents (i.e. something went wrong) as a result of using or not using a series of different communication behaviors.

Results of the Phase II study confirmed the expectation that there is a considerable mis-match between citizens and practitioners. The most remarkable aspect of the findings was their consistency across different analyses. Major themes that emerged included:

- Practitioners over-emphasize information transfer and de-emphasize personal sense-making. The findings were consistent across both Phase II sub-samples. In contrast to citizens, the practitioners overemphasized objective information seeking and under-emphasized the need for subjective information or personal sense.

- Practitioners zero in on only the small slice of time-space during which they have contact with the client. Both sub-samples showed the same results in the Phase II study. The practitioners emphasized those attributes of client-in-situation which involve contact with practitioners or use of standardized category schemes for information retrieval. In contrast, they de-emphasized those attributes which involved the client assessing his own situation and approaching his situation in ways not normally used in current systems.

- Practitioners emphasize rational approaches to situation-facing. Both sub-samples in the Phase II study showed the same pattern of emphasis on objective information for decision making and de-emphasis on so-called non-rational approaches. Thus, for example, the practitioners de-emphasized, in contrast to citizens, worry and problematic situation perceptions and the use of emotional and interpersonal situation-facing approaches.

- Practitioners treat the articulation process as a system translation device. The Phase II practitioners were also consistent in their emphasis on the need for clients to give clear articulations that meet system demands.

- Practitioners have difficulty with the notion that the client is in control. Throughout the Phase II results, this theme emerged. Both sub-samples of practitioners had difficulty with the notion that the client is in control of his situation.

- Practitioners have difficulty with the notion of varying situational paths. While the Phase II practitioner-respondents indicated general agreement with the notion that situations and clients views change over time and that different situations require different approaches, when it came to specifics, they showed more disagreement and considerable confusion. Thus, they disagreed that some situations might not require objective information. They showed confusion in response to the notion that different kinds of situations may require different kinds of approaches and different kinds of information.

- Practitioners focus on the solutions that their institutions are organized to deliver. The Phase II practitioners also showed a consistent emphasis on the solutions their institutions are organized to deliver -- the transfer of objective information, the delivery of situation solutions. They disagreed with statements suggesting that only the client-in-situation can judge what a resolution is for his situation. They also disagreed and indicated confusion in response to statements suggesting that some situations may not have resolutions.

- Practitioners have trouble getting the client's picture. The Phase II analysis of communication accidents indicated that both sub-samples of practitioners frequently had accidents when their interactions with clients involved understanding the client's picture of his situation. Results also suggested that the practitioners did not operate from a repertoire of communication behaviors. Rather, they appeared to be choosing communication behaviors not to fit the particular context of situation conditions but by habit or by chance.

These themes emerged from the Phase II results across analyses of each of the practitioner sub-samples. The results also showed that the sub-samples veered to their own normative strengths. Thus, the library practitioners placed even more emphasis on information, particularly objective information, than the agency practitioners did. In contrast, the agency practitioners emphasized the delivery of information for decision-making in difficult situations for which clients need assistance in obtaining resources or services. The agency practitioners, then, emphasized a broader range of the client's efforts at situation-facing. Yet, both sub-samples were consistently discrepant from citizens in their emphases.

On the basis of the findings above, the Phase II study concluded that there is no dearth of training needs. The results were so consistent that they suggested a need for comprehensive training across all aspects of the client-in-situation approach. What particularly showed was the need for training which would illustrate to practitioners the need for implementing the client-in-situation approach as an alternative to current normative approaches. In addition, the results suggested the need for training in the use of communication skills needed to implement the client-in-situation approach.

While the Phase II findings consistently showed both a lack of use and, in some instances, a lack of acceptance of client-in-situation concepts, the findings also showed some useful entry points. The practitioners agreed that citizens have innumerable everyday situations to face and that they need help. The practitioners also agreed that the practitioner-client interaction is a difficult one. Thus, the results provided a context within which client-in-situation training might be introduced.

The Phase III purpose and procedures

The brief summaries of the Phase I and Phase II studies given above give some idea of the scope of the theoretic concepts and empirical findings that were to be incorporated into a series of training modules in the final phase of this project. The mandate for Phase III was straightforward. The major premises and results of Phases I and II were to be built into training modules that could be used by practitioners and practitioner-trainers. The training modules were to use a variety of instructional techniques. They were to be developed in such a way that any library or information agency might easily use them. They were to be presented in a final report in sufficient detail that a trainer with sufficient time and motivation might readily use them. They were to be tested prior to the final report and the results of these tests were to be reported so that the potential trainer might use the resulting evaluations in his own preparations for training.

This, then, was the mandate of this final project phase. The remainder of this report details how the mandate was fulfilled and reports on the results. The remaining section of this chapter reviews the procedures used in fulfilling the Phase III mandate and indicates what materials readers will find in this report.

Development of module ideas. The first step in taking the Phase I and II premises and results and turning them into a series of training modules was to develop a series of training propositions and module ideas. In order to complete this step, a special "Module Development Workshop" was held, March 8-11, 1977 at the University of Washington Lake Wilderness Conference Center. Persons invited to this conference included both academics and practitioners from the fields of librarianship, communications, adult education, and social work. In addition, members of the project staff were invited as well. A total of 23 persons attended the workshop. A complete list of the participants with short biographies is included in Appendix A.

Prior to attending the workshop, the participants were supplied with copies of the Phase I and Phase II final reports. They were also given the instruction that they were to arrive at the workshop having read the reports in sufficient detail so that they had already drawn up a list of the concepts or ideas or skills on which they felt it was most important to provide training to practitioners.

Participants arrived at the conference center for dinner on Tuesday, March 8th. The first session that evening was devoted to introductions, explanations of the workshop assignment, and a review of the two studies. The next morning and afternoon was spent generating and clarifying a list of potential training propositions (i.e. "things that should be taught"). A list of the propositions generated by the workshop participants is presented in Appendix B.

After the propositions were clarified, participants then indicated which of the propositions they wanted to work on further. Participants were then assigned to small groups for module development sessions. There were two module development rounds with each participant being a member of two different development groups by the time the workshop adjourned on Friday morning, March 11th. To facilitate the small groups, participants were given some sample training modules from prior training efforts. They were also given a list of module ideas developed by the Project Investigator and Assistant Investigator (see Appendix A).

Each small group had approximately 6-8 hours to develop one training module focused on a specific training proposition. At the completion of the module creation process, each group prepared a handout for other workshop participants summarizing their module idea. All workshop participants then evaluated each developed idea. Copies of the module ideas developed by the workshop participants along with the evaluations of these ideas are presented in full in Appendix C.

Final module development. All of the ideas and suggestions from the workshop were collated with ideas and suggestions from the project staff. At this stage, three persons were involved in deciding what the actual module package was to consist of. These persons included Dr. Brenda Dervin (Project Director), Dr. Douglas Zweizig (Assistant Investigator), and Dr. Jeffrey Katzer (Project Consultant). Dr. Katzer's services were used at this point because of his special experience and skills in developing training modules.

The chosen series of twenty modules were selected on the basis of a number of criteria. First, they were, in the judgment of the selectors, workable -- they would be usable in a variety of training situations by a variety of potential trainers. Second, they represented a reasonably thorough coverage of the propositions generated at the Module Development Workshop (see Appendix B). Third, they utilized in a variety of ways the excellent thinking of the consultants presented at the Module Development Workshop. Fourth, in total, they presented a coherent training package for helping practitioners understand the need for and implement the adoption of the client-in-situation approach.

After the final set of module ideas was selected, the project staff developed the ideas into actual modules. Each module idea was developed in such a way that its rationale, purpose, materials, and procedures were all fully outlined and described. The final set of module descriptions are presented in Chapter III of this report. An introductory guide to the modules is presented in Chapter II. This guide includes a conceptual overview as well as brief descriptions of the purposes and instructional styles of each module. The entire set of module descriptions outlines training events that, in all, take a minimum of 33 hours.

In order to facilitate the committing to writing of the module ideas, a particular perspective was chosen. It was envisioned that the typical trainer-user of the modules would be conducting a workshop at which 25-30 practitioners were in attendance and the room arrangement was flexible, allowing for a variety of training arrangements. It was not, however, the intent that this would be the only context within which the modules will be used. Rather, it is expected and encouraged that the modules will be used for groups of 5 in living room or 200 in lecture halls. The only limitations are the imaginations of the users. To facilitate this adaptation process, suggestions are presented in Chapter II to help the user of this module report.

Module evaluation. The mandate for Phase III included a specification that the modules would be tested in two contexts and the results of these tests would be reported along with the module descriptions. The two contexts specified were: a) training of library and information agency practitioners; and b) training of library school students.

In order to provide a test training arena with working practitioners in libraries and information agencies, a training workshop was organized and presented May 10-13, 1977 at the University of Washington Lake Wilderness Conference Center. The top administrators of the two public libraries serving the Seattle metropolitan area (Mr. Ron Dubberly of Seattle Public Library and Mr. Herb Mutschler of King Country Library) were invited to select five participants each from their staffs. The top administrators of the two general information and referral agencies in the Seattle metropolitan area (Ms. Mollie Tremaine of United Way Information and Referral and Mr. William Unti of Easter Seal Community Information System) were invited to select three participants each from their staffs. The actual selection of participants was left to the administrators. It was suggested that the administrators select individuals who could make maximum use of the training and bring maximum utility from the experience back to their organizations. It was also suggested that the individuals be receptive to undertaking training that puts the emphasis in the client-practitioner relationship on people rather than on information.

In all, then, 16 working practitioners were selected for this first test of the modules. Each participant received room and board during the workshop. Appendix D includes a list of the participants at the training workshop. In addition to the 16 working practitioners, 8 members of the project staff attended to fulfill a variety of roles: trainers, observers, timers, players. A copy of the advance information given to the training workshop attendees is also included in Appendix D.

As can be noted in the advance information sheet in Appendix D, the module evaluation function of the workshop was played down. The intent was to provide the participants with as useful and coherent a training experience as possible. It was felt that the modules would receive their sternest and most comprehensive evaluation in this context.

The second module evaluation was with library school students. For this purpose, a special course (Librarianship 590C) was offered in the University of Washington School of Librarianship in the Summer term of 1977. The course was one of a series of special topic courses which are offered each summer. Any School of Librarianship faculty member may present such an offering contingent on full faculty acceptance. After faculty acceptance, an announcement is prepared and circulated to students.

As a result of this procedure, 14 students and 1 adjunct faculty member from the School of Librarianship signed up to take the special course. One additional student from the School of Communications and two recent School of Librarianship graduates were granted permission to attend. A complete list of the participants in the LIBR 590 course is presented in Appendix E. Also included in Appendix E is a copy of the description for the course promotion. It should be noted that as with the first module test workshop, the module evaluation function was played down in promotion. Again, the intent was to provide coherent training and let the modules be evaluated in that context.

In order to obtain evaluations of the modules from the participants in the two training conditions, a series of evaluation forms were developed. These forms are presented in Appendix F. One form -- the Module Evaluation Form -- was used by participants to react to each individual module. This form incorporated a series of 5 close-ended scales allowing general reactions to the module on such dimensions as how enjoyable, challenging, and involving the module was. The form incorporated another series of 5 close-ended scales allowing the participant to indicate the relevance, helpfulness, and applicability of the module to the on-the-job situation. Two additional items asked participants to indicate what they got out of the module and what things prevented or hindered gains. At the end of training, participants filled out an additional evaluation form -- the Training Evaluation Form -- to assess the training in general. This form asked participants what they got out of the training and what things hindered gains. A third evaluation form was used solely by the project staff. This form -- the Observer's Evaluation Form -- asked the project staff to indicate what went wrong and why, and what went well and why. A record of the length of time various module steps took was also recorded on this form.

Participants and project staff used the appropriate forms at intervals throughout the training experience. Evaluation "breaks" were provided. Participants were provided with reminder descriptions of the modules they had already participated in. These reminders allowed them to recollect what each module consisted of so they could complete their evaluations. A copy of these "reminder descriptions" is presented in Appendix F along with the evaluation forms.

Across the two training conditions, the evaluations by participants and project staff generated some 900 pieces of paper. The resulting information was analyzed in several ways. Frequency distributions of scores with means and standard deviations were calculated for the close-ended responses. Content analysis schemes were developed for the open-ended responses. Appendix G reports on content analytic procedures used. Chapter IV reports on the results of the analyses.

Report presentation. This report has two functions. One is to present a detailed record of a year's worth of effort. The second is to present a series of training modules in such a way that prospective trainers may readily use them. In a sense, then, this report is both report and handbook. In order to accomplish both functions, a decision was made to assign most of the procedural reports to the appendices and to reserve the main body of the report for information that the prospective trainer will most likely need. This chapter (Chapter I) includes a brief introduction to the theoretic premises and results of the Phase I and Phase II studies as well as a summary of the Phase III procedures. Chapter II includes an overview of the set of training modules as well as a general introduction to the use of the modules in a variety of training settings. Chapter III presents the detailed module descriptions. Chapter IV presents the module evaluations as obtained from two training conditions. Results of the module evaluations are presented in detail so that prospective trainers may use the results to modify the modules as needed for their own training situations.

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CHAPTER II

AN INTRODUCTION TO THE MODULES AND THEIR USE

The modules

The training modules development in the Phase III project emerged from the Phase I and Phase II research studies through a series of steps. First, the results of the Phase II practitioner study alerted the project staff to particular areas of needed training. Second, the Module Development Workshop (described in Chapter I) employed educator and practitioner consultants to identify further needed areas of training and to begin to design the training materials themselves. Finally, project staff collated all relevant materials and did the final module development.

The resulting set of 20 modules outlines events that take a minimum of 30-plus hours of training. As a set, the modules are designed to provide the two outcomes which were identified in the Phase II report as necessary for the introduction and use of the client-in-situation approach. The first outcome includes awarenesses of the client-in-situation approach: how people face troublesome situations, what role information plays in the process, how people evaluate services they receive. The second outcome includes skills in using a repertoire of communication behaviors for implementing the client-in-situation approach. The purpose of this chapter is to provide an extensive introduction to the modules and to present guidelines for using them in a variety of instructional situation.

As a set, the 20 modules have been designed as a coherent package for which maximum impact can be obtained by using the modules in the order in which they are presented in this report. Of the 20 modules, the first 12 essentially have the purpose of creating awarenesses of the client-in-situation approach. These are followed by 6 modules whose core purpose is to provide participants with practice in using communication behaviors for implementing the client-in-situation approach. Finally, the last two modules in the sequence focus on incorporating the client-in-situation approach into our present systems.

Individual users of the modules will, of course, devise their own sequences and purposes. They are encouraged to do so. This report is designed to be a tool not a recipe. For purposes of providing an introduction to the modules, however, they will be described below in terms of the underlying logic as envisioned by the project staff.

The first three modules introduce the training by focusing on the current mismatch between normative systems and clients-in-their-situations. Module #1, WHERE ARE YOU NOW, asks participants to describe the primarily normative systems within which they work. Module #2, THE COLLECTIVE CLIENT, highlights for participants the mismatch between their normative perceptions of clients and how clients actually see themselves. Module #3, WHAT DO YOU NEED TO KNOW, shows participants the inadequacy of normative, across time-space descriptors of clients and the relative usefulness of client-in-situation descriptors. As a set, the first three modules are designed to prepare participants for the introduction of the client-in-situation approach in Module #4 and Module #5.

Module #4, THE TIME-LINE GAME, provides an experiential introduction to client-in-situation concepts. Participants, via a simulation, walk in the shoes of citizens facing troublesome situations. Module #5, AN AGENDA FOR CHANGE, then capitalizes on the experiential involvement of Module #4. Participants are presented with precis of both the Phase I and Phase II reports, including summaries of both the theoretic ideas developed and research results obtained. In an extended self-study, the participants are asked to assess their own abilities to deal with client-in-situation concepts.

By this time, participants have some idea of the notion that it is by communicating that one implements the client-in-situation approach. The purpose of Module #6, THE COMMUNICATION ACCIDENT COMPANY, is to prepare for a series of modules that deal with the idea of developing and practicing a repertoire of communication behaviors. Participants are asked to note all communication accidents they are involved in during the training. They are to file accident reports which will then be used in Module #13. The purpose at this point, then, is to have participants begin to observe communicating in a critical way.

With the brief interruption for Module #6, the next four modules continue the emphasis on awarenesses of the client-in-situation approach. How people inform themselves is the focus of Module #7, INFORMING IN ACTION. This module illustrates the informing process by having one participant play a version of 20 questions and then de-briefing the participant on why he asked individual questions and how the answer helped. The next two modules focus on how people evaluate the utility of information they receive. Module #8, THE BEST BOOK, asks participants to recall a book that they considered "best" for them and to evaluate how it helped them. Module #9, THE CLIENT ALWAYS WINS, amplifies the emphasis of Module #8. This module illustrates how the client is in control of his situation and will evaluate the help (or lack of it) he receives solely in terms of his own purposes. The illustration is provided by presenting a series of skits of interchanges between clients and practitioners and asking participants to tell if the client in each skit was helped or not. Answers from the clients' point of view are then presented. The last module in this sequence expands on the notion that clients inform themselves in the context of the situations they see themselves moving through. Module #10, INFORMING FOR MOVEMENT, illustrates the way in which the questions a client has for a given situation will differ for different movement states. As a set, then, Modules #7-#10, all develop in detail various aspects of the client-in-situation approach introduced in Modules #4 and #5.

Module #10 completes the sequence of modules whose focus is on creating awarenesses of the client-in-situation approach. The next two modules provide for review. Module #11, SITUATION-FACING IN REVIEW, has participants describe a personal troublesome situation so they can relate client-in-situation concepts to their own experience. Module #12, FORGET-ME-KNOTS, provides participants with the materials for constructing their own set of professional flash cards. Throughout the rest of the training, participants are asked to record key concepts that they want to remember. Periodically, they are asked to read one or more of their cards for the rest to hear.

The second sequence of modules focuses on providing practice in the use of a repertoire of communication behaviors. As noted earlier, this sequence was introduced with Module #6 in which participants were asked to file "communication accident reports." Module #13, ACCIDENT PREVENTION, picks up where Module #6 left off. In Module #13, participants are given a selection of the accident reports filed. In small groups, participants are instructed to group the accidents in their set into types and to analyze the conditions and consequences of the types. With this beginning introduction to the notion that communication behaviors can be more precisely analyzed and controlled, the next three modules provide increasingly structured practice in the use of a variety of communication behaviors.

Module #14, TWO WAY RE-DO, gives participants the opportunity to intentionally practice communication behaviors. The exercise asks one participant to describe a drawing of an object to the others who cannot see the object but who are to attempt to reproduce the object on the basis of the description. The receiver-participants may ask questions but communication may be verbal only. One trial of this process is used to allow participants to observe communication accidents in the process. A second trial enables participants to try the use of communication behaviors to avoid or reduce the effects of communication accidents. Module #15, FLAG GAME, increases awareness of how communication behaviors can be controlled by asking participants to "flag" their communication intent before speaking in a small group discussion. This exercise provides some initial practice in controlling communication by requiring that participants examine before speaking the intent of their contributions. Module #16, COMMUNICATION ISOMETRICS, provides six hours of intensive practice in the use of specific communication behaviors. Separate exercises focus on attending, expressing, stopping, and responding to stopping.

Module #17, REPERTOIRE REVIEW, continues this series of modules focusing on communication behaviors by asking participants to analyze a specific accident, detail alternate behaviors that might have prevented the accident, and illustrate these alternatives in a series of brief role-playing skits. Finally, Module #18, TRACKING THE TRANSACTION, provides a review of this behaviorally oriented sequence of modules by asking participants to analyze closely an interaction between a practitioner and client. Participants are asked to identify indicators in the interaction that can be used by practitioners as cues of how effective they have been in helping the client thus far as well as cues for how to proceed to the next step.

The last two modules in the set shift attention to the application of the client-in-situation approach in current institutional settings. Module #19, BARRIER BUSTING, illustrates through group role playing how practitioners can overcome barriers to service by adapting existing practices or inventing new ones. Module #20, SYSTEM ACCOUNTABILITY, asks participants to focus on the audiences to whom they are accountable and, for each audience, to develop measures of accountability that represent the client-in-situation approach.

Table 2-1 (starting on the next page) provides a more detailed introduction to the modules by abstracting the purposes, activities, and time demands of each. The modules themselves, found in Chapter III, provide extensive instruction on the rationale and procedures to be used. Detailed as the modules are, the effectiveness of training is dependent on so many factors that the module descriptions in Chapter III can only provide a minimal outline of the final experience. The purpose of the remainder of this chapter is to present some general guidelines for training as an aid to the users of this report. The remainder of this chapter is divided into five major sections: participants, leaders, instructional style, physical preparations, and training evaluation. Each of these sections speaks to a training element common to all modules regardless of their particular foci.

Table 2-1

A guide to the modules.

MODULE #	MODULE NAME PURPOSE	ACTIVITY	MINUTES
1	WHERE ARE YOU NOW THE PURPOSE OF THIS MODULE IS TO PROVIDE A STARTING POINT FOR THE USE OF ALL THE REST OF THE MODULES BY HAVING PARTICIPANTS DESCRIBE THE PRIMARILY NORMATIVE SYSTEMS WITHIN WHICH THEY WORK.	Participants describe on paper the purpose of their institutions, their typical clients, and what they do for their typical clients. Responses are collated in small groups, written on newsprint for posting, and left on the wall during the workshop as a record of where the participants were at the beginning.	55
2	THE COLLECTIVE CLIENT THE PURPOSE OF THIS MODULE IS TO CREATE A BEGINNING AWARENESS OF THE MISMATCH BETWEEN PRACTITIONERS AND INDIVIDUALS FACING TROUBLESOME SITUATIONS.	Participants estimate what percentage of adults will use particular behaviors in facing trouble situations or see their situations in particular ways. For example, what percentage will seek information from institutional sources? Participants are then asked to compare their responses with data from citizens and with estimates made by a sample of information practitioners. In group discussion, participants consider the amount and nature of the discrepancies.	75

(continued)

Table 2-1 (continued

MODULE #	MODULE NAME PURPOSE	ACTIVITY	MINUTES
3	WHAT DO YOU NEED TO KNOW THE PURPOSE OF THIS MODULE IS TO CREATE AWARENESS THAT: a) ACROSS TIME-SPACE ATTRIBUTES ARE LIMITED IN THEIR USEFULNESS AS PREDICTORS FOR THE INFORMATION PRACTITIONER-CLIENT TRANSACTION; b) INFORMATION PRACTITIONERS NEED TO BE SKILLED AT ELICITING SITUATIONAL DESCRIPTORS FROM CLIENTS AT THE POINT OF CONTACT.	Participants are given a printed series of client descriptions and are asked for each to indicate on paper what questions the client will ask, what the client will try to do, how the participant as an information practitioner could help, and how the client will assess the participant's helpfulness. There are two series of client descriptions. Half the participants receive descriptions that emphasize demographic characteristics and other across time-space descriptors; the other half get situation-based descriptors of the same clients. After responding individually, the participants in small groups compare the kind of responses they could give from the different descriptions.	70
4	THE TIME-LINE GAME THE PURPOSE OF THIS MODULE IS TO CREATE AWARENESS THAT: a) A CLIENT'S SITUATION DOES NOT REMAIN STATIC, BUT IS CONSTANTLY CHANGING ACROSS TIME; b) A CLIENT WILL ENGAGE IN A VARIETY OF INFORMING AND COPING BEHAVIORS, ONLY SOME OF WHICH ARE RELATED TO INFORMATION IN THE NORMATIVE SENSE (INFORMATION$_1$); c) HELPFULNESS IS SITUATIONALLY JUDGED BY THE CLIENT IN TERMS OF OBTAINED CONTROL OVER HIS OWN MOVEMENT.	This module introduces participants to the client-in-situation and other related concepts by asking them to play the role of a client in a series of life-facing situations. The format is that of a board game like Monopoly or Parcheesi in which the room is the board and the participants are the pieces that are moved. Participants are introduced to the concepts through information on "event cards" and through the structure of the game.	120

(continued)

Table 2-1 (continued)

MODULE #	MODULE NAME PURPOSE	ACTIVITY	MINUTES
5	AN AGENDA FOR CHANGE THE PURPOSE OF THIS MODULE IS TO: a) PROVIDE THE PARTICIPANTS WITH AN AWARENESS OF A COHERENT RATIONALE FOR THE CLIENT-IN-SITUATION APPROACH; b) GIVE PARTICIPANTS A WORKING FAMILIARITY WITH CLIENT-IN-SITUATION VOCABULARY; c) PROVIDE PARTICIPANTS AN OPPORTUNITY TO IDENTIFY TRAINING NEEDS AND SET THE TRAINING AGENDA.	This module involves reading, study, and discussion of the two research studies that provide support for this training, the citizen study and the information practitioner study. Participants are given a packet of reading and a response sheet and are asked to spend two hours in reading and developing responses in which they assess their own abilities to deal with client-in-situation concepts. Participants then meet in small groups to prepare reports on 1) which client-in-situation concepts are most important to them as practitioners and 2) in what areas practitioners most need training in order to implement the client-in-situation approach.	180
6	THE COMMUNICATIONS ACCIDENT COMPANY THE PURPOSE OF THIS MODULE IS: a) TO INCREASE AWARENESS THAT COMMUNICATION IS NOT JUST A GLOBAL PROCESS BUT A SERIES OF BEHAVIORAL EVENTS; b) TO INCREASE AWARENESS THAT THINGS GO WRONG BOTH IN CONTROLLING SELF AND IN RELATING TO OTHERS; c) TO USE THE WORKSHOP AS AN EXAMPLE OF COMMUNICATION EXPERIENCE; AND d) TO PREPARE FOR THE LATER MODULE ON COMMUNICATION ACCIDENT PREVENTION.	This module introduces the concept of communication accidents by having participants indicate which of a list of 45 possible communication accidents they had in the previous week. Participants are then given blank accident report forms and are asked to fill out an accident report whenever they have a communication accident in the workshop and to file the report in an accident report box.	20

(continued)

Table 2-1 (continued)

MODULE #	MODULE NAME PURPOSE	ACTIVITY	MINUTES
7	INFORMING IN ACTION THE PURPOSE OF THIS MODULE IS: a) TO ILLUSTRATE FOR PARTICIPANTS HOW AN INDIVIDUAL WHO IS INFORMING HIMSELF MAKES PERSONAL SENSE (INFORMATION$_2$) BY MOVING IN VARIOUS WAYS (INFORMATION$_3$) FROM HIS PERSONAL SENSE (INFORMATION$_2$) TO OBJECTIVE INFORMATION (INFORMATION$_1$) AND BACK AGAIN; b) TO PROVIDE PRACTICE IN DISTINGUISHING THE THREE INFORMATION TYPES; c) TO INTRODUCE THE NOTION THAT THE VALUE OF INFORMATION$_1$ IS DETERMINED BY THE INDIVIDUAL IN TERMS OF WHETHER IT WAS HELPFUL TO HIM IN HIS EFFORTS TO INFORM HIMSELF AND MAKE PROGRESS.	The informing process is illustrated by playing a variation of 20 Questions. A participant is asked to attempt to learn the definition of an unfamiliar word by asking yes/no questions. A record is kept of the questions asked and the answer so that the questioner can be debriefed on the reasons for particular questions and the utility of the answers. Responses are recorded and are labeled by participants as relating to INFORMATION$_1$, INFORMATION$_2$, or INFORMATION$_3$.	80
8	THE BEST BOOK THE PURPOSE OF THIS MODULE IS TO CREATE AWARENESS THAT: a) THE INDIVIDUAL CLIENT EVALUATES INFORMATION IN TERMS OF WHETHER THAT INFORMATION HELPS HIM MOVE THROUGH TIME-SPACE; b) THE RECEIPT OF INFORMATION PER SE IS RARELY USED AS A MEANS OF ASSESSING HELP; c) THE VARIOUS WAYS IN WHICH PEOPLE ASSESS WHETHER THEY HAVE BEEN HELPED PROVIDE ALTERNATIVE MEANS BY WHICH PRACTITIONERS CAN ASSESS THEIR OWN EFFECTIVENESS.	Participants are asked to think of the best book they have read and, through probing by a partner, to indicate how that book helped them. The probing ("And how did that help?") is pushed until it can go no farther. Final REASONS HOW HELPED are posted on newsprint sheets. After group discussion, participants are given data on how citizens said information helped them.	45

(continued)

Table 2-1 (continued)

MODULE #	MODULE NAME PURPOSE	ACTIVITY	MINUTES
9	THE CLIENT ALWAYS WINS THE PURPOSE OF THIS MODULE IS TO CREATE AWARENESS THAT: a) EVALUATION OF AN ENCOUNTER WITH A PRACTITIONER IS PERFORMED BY THE CLIENT; b) THE CLIENT WILL DETERMINE WHAT WILL BE DONE WITH INFORMATION RECEIVED FROM THE PRACTITIONER.	Participants listen to and evaluate a series of role-played practitioner-client interchanges. Participants are asked to judge whether the client would say the practitioner was helpful, in what way, and what the client did next. In small groups, participants are given copies of the interchanges with client responses to the same questions. Discussion centers on why practitioners were not more helpful, why they were unaware of whether they had been helpful, how a practitioner can tell if he has been helpful, and who should judge helpfulness.	60
10	INFORMING FOR MOVEMENT THE PURPOSE OF THIS MODULE IS: a) TO PROVIDE PRACTICE IN RECOGNIZING THE FIVE MOVEMENT STATES; b) TO CREATE AWARENESS THAT THE QUESTIONS PEOPLE IN TROUBLESOME SITUATIONS ASK ARE RELATED TO THEIR MOVEMENT STATES; c) TO CREATE AWARENESS THAT QUESTIONS ARE REMOVED FROM AND DIFFERENT FROM THE WAYS IN WHICH INFORMATION SYSTEMS CURRENTLY ORGANIZE INFORMATION.	This module acquaints participants with five situation movement states by having them brainstorm questions clients in particular situations would ask if they were in different movement states. For example, what questions would a client looking for a job have if he were in a decision state, in a barrier state, etc. Participants study and discuss the kinds of questions asked in the different states and then are given data on the kinds of questions citizens had in the citizen study. Participants are asked to relate the questions asked in movement states and the kinds of questions citizens asked to the way in which agencies now store information.	60

(continued)

Table 2-1 (continued)

MODULE #	MODULE NAME PURPOSE	ACTIVITY	MINUTES
11	SITUATION-FACING IN REVIEW THE PURPOSE OF THIS MODULE IS TO PROVIDE PARTICIPANTS WITH: a) A REVIEW OF CLIENT-IN-SITUATION CONCEPTS FROM THE WORKSHOP; b) AN INCREASED AWARENESS THAT THE NATURE OF INFORMATION SEEKING IS BOUND UP WITH THE NATURE OF THE SITUATION AND THAT INFORMATION SEEKING IS A DETOUR; c) AN AWARENESS OF HOW CLIENT-IN-SITUATION CONCEPTS APPLY TO THEIR OWN LIFE-FACING SITUATIONS; d) A SENSE OF WHAT OTHER PARTICIPANTS ARE FOCUSING ON IN THE WORKSHOP.	Participants describe on paper a troublesome situation they have had. They are asked to describe this situation in terms of discrete time-line steps. They then are asked to indicate at which steps they tried to find something out, what they tried to find out, the movement state they were in, the kind of question, the information type, and how they were helped or not helped. They then are asked to write out important learnings about their own life-facing and to share some of those learnings with others.	55
12	FORGET-ME-KNOTS THE PURPOSE OF THIS MODULE IS: a) TO ENCOURAGE PARTICIPANTS TO MAKE PERSONAL SENSE OUT OF THEIR "LEARNINGS" AND b) TO PROVIDE THE PARTICIPANTS WITH REMINDERS THAT CAN BE USED AFTER THE SEMINAR IS OVER.	Participants create a set of personal flash cards of learnings from the workshop. On one side of the flash card (the public side) they should write a suggestion or order to themselves--something they have learned in the training and want to remember. The other side has notes that will help them make personal sense of the brief note on the public side. Participants share the public side of some cards at various times during the workshop and are asked to use the deck of cards back on the job as a reminder.	30

(continued)

Table 2-1 (continued)

MODULE #	MODULE NAME PURPOSE	ACTIVITY	MINUTES
13	ACCIDENT PREVENTION THE PURPOSE OF THIS MODULE IS: a) TO CREATE AWARENESS THAT COMMUNICATIONS BEHAVIORS ARE TOOLS FOR ACCIDENT PREVENTION; b) TO APPLY THE COMMUNICATION ACCIDENT CONCEPT TO THE WORK SITUATION; c) TO INCREASE AWARENESS THAT, ALTHOUGH SOME ACCIDENTS MIGHT BE PREVENTED, THERE WILL ALWAYS BE ACCIDENTS.	Working from a set of accident reports of on-the-job and workshop communication accidents, participants in small groups describe at least three generic kinds of accidents, list the consequences of each kind, brainstorm how to reduce the damage of each kind, and brainstorm how each kind could be prevented. The focus of the resulting large group discussion is on behaviors the practitioner can use to prevent or reduce the effects of communication accidents.	105
14	TWO WAY RE-DO THE PURPOSE OF THIS MODULE IS: a) TO ALLOW PARTICIPANTS TO SELECT AND TRY OUT PLANNED COMMUNICATION BEHAVIORS; b) TO DEMONSTRATE THE EFFECTS OF PLANNING COMMUNICATION BEHAVIORS; c) TO INCREASE AWARENESS OF THE PROBABILISTIC AND CONDITIONAL NATURE OF COMMUNICATION.	An informing situation is created in the workshop by having one participant describe an abstract design so that other participants can produce their own copy of the unseen design. Participants can ask questions of clarification about the design or the instructions. Half of the participants observe this process and note any communication accidents that occur. On the basis of accidents, rules are proposed on alternative communication behaviors that might be helpfully used. The same exercise is then repeated, but any participant can stop the process if they see that a rule would be useful at that point. Rules are followed if possible and are evaluated for their usefulness in varying conditions.	120

(continued)

Table 2-1 (continued)

MODULE #	MODULE NAME PURPOSE	ACTIVITY	MINUTES
15	FLAG GAME THE PURPOSE OF THIS MODULE IS TO: a) CREATE AWARENESS THAT COMMUNICATION BEHAVIORS CAN BE CONTROLLED; b) CREATE AWARENESS THAT A MINIMAL CONTROL OPTION IS WHETHER TO DO OR NOT DO SOMETHING; c) PROVIDE SOME BEGINNING PRACTICE IN CONTROLLING COMMUNICATION BEHAVIORS.	A small group of participants conducts a discussion with the constraint that a group member must "flag" his communication intent before he speaks. Example of "flags" are: suggesting, giving an opinion, objecting, etc. Following the exercise, discussion focuses on the effect of planning in advance, whether flagging is a useful communication tactic in itself, and whether it could be used in a client-practitioner interaction.	50
16	COMMUNICATION ISOMETRICS THE PURPOSE OF THIS MODULE IS TO: a) PROVIDE PRACTICE IN USING A VARIETY OF DIFFERENT COMMUNICATION BEHAVIORS; b) PROVIDE PRACTICE IN CONSTRUCTING A VARIETY OF DIFFERENT BEHAVIORS IN RESPONSE TO DIFFERING SITUATIONAL DEMANDS; c) CREATE AWARENESS OF THE VARYING CONDITIONS FOR USE AND CONSEQUENCES OF USING DIFFERENT BEHAVIORS.	This module provides intensive exercise in four classes of communication behaviors. The first exercise has participants practice a number of attending behaviors, first with a TV program and then with another participant's time-line. The second provides practice in a variety of ways of expressing themselves (moving), first in a dyad, then in a small group. The third provides practice in stopping, first with a print message, then with a partner. The fourth provides practice in responding when stopped by another, first in a dyad, then in a small group. Specific behaviors are cued by cards on signals from the leader.	360

(continued)

Table 2-1 (continued)

MODULE #	MODULE NAME PURPOSE	ACTIVITY	MINUTES
17	REPERTOIRE REVIEW THE PURPOSE OF THIS MODULE IS: a) TO REVIEW LEARNING REGARDING THE ANALYSIS AND PREVENTION OF COMMUNICATION ACCIDENTS; b) TO ALLOW PARTICIPANTS TO ANALYZE COMMUNICATION ACCIDENTS AND TO TRANSLATE THEIR ANALYSES INTO SPECIFIC ALTERNATIVE BEHAVIORS FOR THEIR PREVENTION.	For this review, participants in small groups analyze a specific communication accident, brainstorm behaviors that might have prevented it, and, for three of the behaviors, specify the conditions under which the behavior would be used and the consequences of using it. The groups are then asked to write a set of dialogues for presentation to the large group: one dialogue of the accident as it occurred and three additional dialogues illustrating each of the suggested behaviors.	90
18	TRACKING THE TRANSACTION THE PURPOSE OF THIS MODULE IS: a) TO INCREASE AWARENESS OF THE CHANGING NATURE OF CLIENT SITUATIONS; b) TO PROVIDE SOME GUIDED PRACTICE IN MONITORING THE PRACTITIONER-CLIENT INTERACTION; c) TO PROVIDE AN OPPORTUNITY FOR PARTICIPANTS TO SEE THE PRACTITIONER AND CLIENT POINT OF VIEW OF THE SAME TRANSACTION; d) TO GENERATE A SET OF APPROACHES THAT WOULD BE HELPFUL TO PRACTITIONERS IN TRACKING THE TRANSACTION.	Dyads role play a practitioner-client interaction and then each participant, in role, evaluates the interchange. Each dyad compares the evaluations through the use of a discussion guide to determine where the transaction was seen differently by the practitioner and the client and how practitioners can be more aware of the quality of their interactions with clients. Participants share things they think would be helpful in tracking transactions on the job.	90

(continued)

Table 2-1 (continued)

MODULE #	MODULE NAME PURPOSE	ACTIVITY	MINUTES
19	BARRIER BUSTING THE PURPOSE OF THIS MODULE IS TO CREATE AWARENESS THAT: a) A VARIETY OF CONSTRAINTS WILL HAVE TO BE DEALT WITH IN IMPLEMENTING THE CLIENT-IN-SITUATION APPROACH; b) SOME TRADITIONAL CAPABILITIES AND FACILITIES CAN BE USED WITH SOMETIMES ONLY SLIGHT REDEFINITION IN ORDER TO IMPLEMENT THE CLIENT-IN-SITUATION APPROACH.	Participants group role play a practitioner, a client, and the management of an information agency. The management role involves making up rules for the practitioner to follow. The practitioner takes the role of trying to implement a client-in-situation approach while working in a conventional agency. The client provides a rich situation for the practitioner to respond to while management monitors the transaction. The practitioner role is encouraged to adapt existing services or invent new services to meet client needs within agency constraints. All participants then identify barriers to service and devise ways to overcome them.	120
20	SYSTEM ACCOUNTABILITY THE PURPOSE OF THIS MODULE IS TO CREATE AWARENESS THAT: a) THE USE OF THE CLIENT-IN-SITUATION APPROACH WILL DEMAND REDEFINITION OF OLD ACCOUNTING UNITS AND INVENTION OF NEW ACCOUNTING UNITS; b) THERE ARE A LARGE NUMBER OF POSSIBLE REDEFINITIONS AND INVENTIONS THAT COULD BE USED; c) SOME OF THESE REDEFINITIONS AND INVENTIONS COULD BE ASSESSED WITH RELATIVELY LITTLE EFFORT OR COLLISION WITH CURRENT SYSTEM DEMANDS.	Participants first brainstorm a list of audiences to whom their agencies are accountable. Five or six of the audiences are used for group role playing by participant small groups. These groups are asked to first list the indicators of accountability that are now used in reporting to that particular audience. Then the groups are asked to develop measures of accountability that will represent the client-in-situation approach and yet will communicate meaningfully to the audience. The rationale behind the new measures is defended before the large group.	70

Participants

Who. These training modules have been developed for practitioners whose work involves serving the everyday information needs of citizens. The primary audience is the field of librarianship, both practicing librarians and library school students. A major secondary audience consists of other specialists in individualized information delivery such as workers at information and referral agencies or information crisis clinics. Attention has been paid as well to social agency practitioners whose jobs involve in part an information delivery function. Even though the participant focus has been placed on information practitioners, as defined above, any member of the helping professions would be an appropriate participant for this training: teachers, clergymen, health care workers, counselors, and so on. For a given training experience, participants may come from a single institution or they may represent a range of institutional types.

Number of participants. As noted earlier, the modules have been committed to writing with a consistent model in mind. The model was that of a workshop with 25-30 participants. All of the modules, thus, are usable without revision for groups of this size. However, it is hoped that users of this report will adapt the modules for groups as small as 5 or as large as 200. To facilitate this process, each module in Chapter III indicates the number of participants for which the module can be used without revision. Many modules say "any number" which means that the module is easily used in varying group sizes. Other modules give a minimum and/or maximum. A minimum means that the structure of the module is such that with any fewer participants the module purposes might not be accomplished. A maximum means that the module involves small groups or other activities which might become unwieldy with a larger number.

Leaders

Who. The modules have been designed in such a way that both practitioners and practitioner trainers with sufficient time and motivation can readily undertake to organize training in the client-in-situation approach. It is important, however, that prospective users of the modules have sufficient time for preparation. This particularly involves a thorough study of both the Phase I and Phase II reports, as they provide the content background for the modules.

Number of leaders. The modules as designed can be conducted by a single leader or a team. However, given the amount of participant activity built into the modules, training planners may want to consider use of a team. A team is particularly recommended if the participant group is large. A good rule of thumb would be approximately one leader per 15-20 participants.

When a team is used for training, the leaders need to explicitly coordinate their activities. One leader might be designated as coordinator for a specific module. This leader would pace the module and give directions to participants. The other leaders would then assist in handling materials, answering questions, monitoring small group progress, and writing down major points for display. All of the leaders would need to be as familiar as possible with the Phase I and Phase II reports and with the modules. Leaders could take turns being coordinator for successive modules. It is generally best if the leader team consists of a mix of abilities. Every team needs one leader good at organizing and pulling things together and another leader good at handling spontaneous interactions with participants.

Preparing for training. The modules themselves provide only the bare bones of the procedures and the training objectives. Much of the effectiveness of the training will depend on the leaders' understanding of the purpose of the training, familiarity with the procedures for individual modules, and knowledge of how a particular module prepares for or builds on other modules.

In order to prepare for his role, the leader should read both the Phase I and Phase II reports, paying particular attention to the executive summaries. The leader should then read through the complete set of 20 modules even if he does not intend to use all of them. This reading will provide a sense of how the modules make a coherent whole and how individual objectives can be isolated from that whole.

Finally, the leader should study each of the individual modules to be used. In particular, the rationale for the module should be studied. The leader would also be helped by referring back to the Phase I and Phase II references for each individual module. Prior to the actual use of the module, the leader should physically "walk through" the module in the room to be used. This will allow the leader to anticipate problems in the movement of participants and needs for the location of equipment and chairs. The leader also needs a firm sense of the steps of a given module so that he can work spontaneously.

Instructional style

As constructed, the modules are based primarily on experiential learning techniques. Thus, they are designed to provide participants with the tools for informing themselves in short sequential steps. The basic format of the training is the same across modules:

* participants are involved in an experiential exercise: a simulation, role-playing, self-study, small group discussion and practice, and so on.

* participants are provided with a structure to guide (but not limit) their efforts to draw their own conclusions or make their own applications.

* the leader draws out participant conclusions which are displayed for all to study.

* the leader then highlights the main points and ties the module in with the rest of the training.

While the instructional style is one which departs markedly from the traditional lecture-listen format, the role of the leader is no less important. Using a module description is not like using a cake recipe. Each group of participants is different; each time of application is different; each set of expectations brought to training is different. The training leader is the one who brings the module structure together with the unique training situation to create a coherent whole.

The modules have been designed to allow the flexibility which unique applications need. Essentially, the modules outline a structure that aims at eliciting unique responses while still accomplishing pre-set instructional objectives. This aim is accomplished in different ways in each module. The instructions for these module-specific techniques are given in the individual module descriptions in Chapter III. In addition to these module-specific techniques, several techniques -- brainstorming, round robin, and recording observations -- are common to many modules. Because of this repetitive use of these techniques, their use will be described here.

Brainstorming: Brainstorming is a process in which individual participants contribute ideas without criticism or argument, pro or con, from others. Essentially, it is a surveying process in which everyone is allowed to say anything. Brainstorming is useful in several ways. One is generating creative ideas. The usual procedures for small group discussion confound the creating of ideas with the criticism of ideas. As a result, some participants are reluctant to contribute, and the group loses creative input. The brainstorming procedure alleviates this difficulty. A second use of brainstorming is for surveying differences. Often, when differences are present, participants end up polarizing each other. To diminish this polarization, the "rule of brainstorming" can be used so that all participants can state their points of view without interruption. Then, if there is a need to resolve differences, a separate stage can be devoted to this. A third use of brainstorming is to increase the amount of listening. Since the "rule of brainstorming" prohibits comment on the contribution of a participant, other participants listen more carefully instead of rehearsing counter-arguments. In general, then, brainstorming allows participants to make contributions in an environment free from evaluative reactions. The procedure for brainstorming is simple. Participants can either be asked to give ideas in turn until no one can think of any more or they can simply contribute ideas as they occur. All ideas should be recorded, preferably for all to see. Ideas should not be discussed as they are suggested. Questions of clarification may be allowed, but they should be used conservatively. Questions that clarify the intent and meaning of the speaker are helpful. Questions that explore the consequences of using a suggestion impede brainstorming.

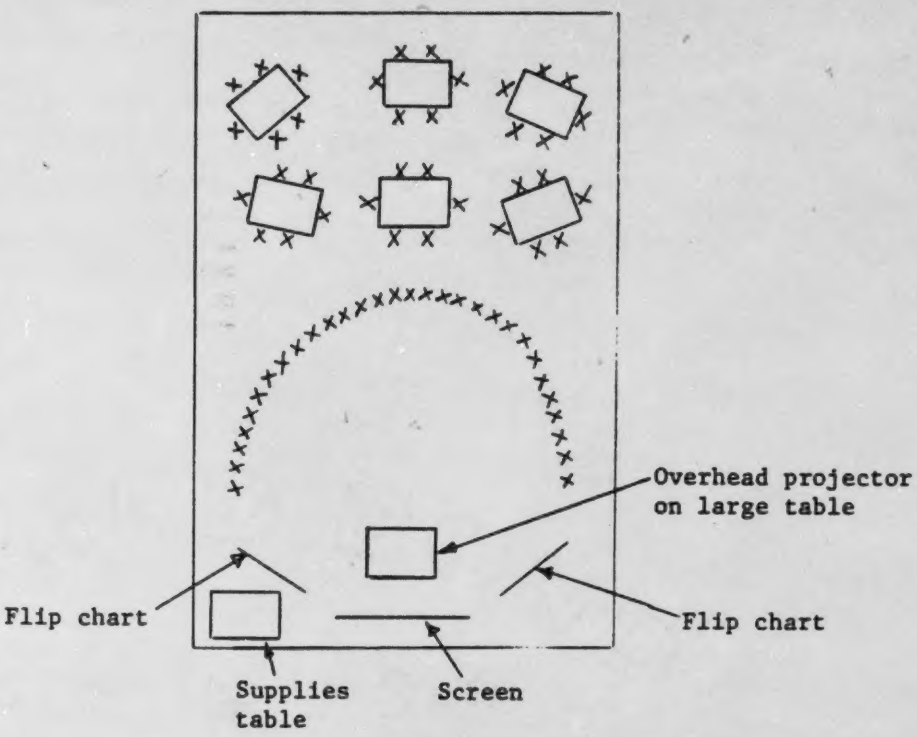
Round robin: Some of the modules suggest that small group reports be given in round robin fashion. This means that one group should be allowed to make only one point in their report. The next group is then asked to report one point that is not the same as that made by the first group. A third group is asked to report a third point, and so on. When all groups have given one point, the process starts over again until the participants feel all points have been covered. This method of group reporting is frequently less tedious than having full, repetitious reports from each group. In addition, it leads to the participants' spontaneously seeing and reporting on the connections between groups.

Recording observations: Virtually every module involves recording participant observations so that all may see them and they may be referred back to as time passes. The recording can be done on a blackboard, overhead projector, or flipchart. By whichever method, the process can be awkward. It is most easily accomplished by two leaders working together. One elicits responses from the participants and relays them to the other who serves as recorder. The process is speeded up considerably when there are two recorders who alternate, each recording every other response.

Physical preparations

The working of the modules assumes that a number of physical preparations have been made in advance. Each of the module descriptions specifies the preparations unique to a given module. In addition, there are some general requirements common to all modules -- a standard room arrangement and standard equipment and supplies. These are detailed in this section.

Standard room arrangement. The best room arrangement is one which allows participants two different seating arrangements within the same large room. At the front of the room, participants sit in a total group in a semi-circular arrangement of chairs. At the back of the room, participants sit in groups of 5-7 at tables. There are two set of chairs -- one in the semi-circle and one at the tables. This room arrangement would look like so:



If the ideal room arrangement is not available, several options are possible: 1) use two smaller rooms, one for each purpose; 2) use a smaller room that is carpeted so participants can sit in a semi-circle on chairs or move into small groups using the chairs or the floor; 3) use a smaller room with collapsible tables so participants can use tables for small groups and remove them for semi-circle discussion; or 4) use a room with tables set up in a horseshoe arrangement with participants grouping themselves in various sections of the horseshoe for small group discussions. None of these options is as efficient or comfortable as the standard arrangement suggested above.

It goes without saying, of course, that the meeting room should be pleasant, airy, and well-ventilated. Smooth running of the workshop requires attention to details such as the convenience of break facilities and meals and whether the workshop might be disturbed by outside noises or be disturbing to others.

Standard equipment and supplies. The supplies and equipment needed for specific modules are listed by module in Chapter III. In addition to these module-specific requirements, the modules as a set assume that the following are available:

For each participant
A pad of paper
A pencil

For instruction

2 flip chart easels with newsprint pads
    (4 pads in all)
6 broad tip black felt pens for writing on
    newsprint (1 pen for each small group
    of 5 participants)
1 overhead projector with transparency roll
1 set of overhead transparency felt pens in a
    variety of colors
1 projection screen
1 roll of draftsman's masking tape for
    posting newsprint sheets

Trainers who are unable to secure flip charts or an overhead projector can readily adapt the modules for use without this equipment. A room with a great deal of blackboard space could, for example, provide enough space for recording participant observations. Using the modules is considerably easier, however, when the equipment is available.

Training evaluation

Users of the modules who wish to evaluate their training efforts will, no doubt, have their own ideas of how to do so. Several suggestions are being offered in this section. Generally, the evaluation process is best seen as an "on-going" process, one that is used not simply to say whether the training was good or bad but to guide the progress of training as well. Such in-process evaluations can be secured in a number of ways: leader observation, spontaneous participant report, and formal evaluation forms. Each of these will be reviewed in turn.

Leader observation. As noted earlier in this chapter, the modules have, as a set, essentially two main purposes. One is to create awarenesses of the client-in-situation approach. The second is to provide practice in the use of communication behaviors. Training leaders can conduct their own continuing evaluation by looking for changes in participant dialogue and behavior along these dimensions. Thus, for example, the leaders can listen to see how and when participants begin to use client-in-situation concepts in their analyses of module activities. Or, the leaders can watch to see if and when participants begin to use specific communication behaviors in the on-going workshop.

Spontaneous participant report. This technique involves the leader stopping the workshop progress and asking for a spontaneous answer from participants along some evaluative dimension. Participants might be asked to indicate one important learning, one major barrier to learning, one like, one dislike, one gripe. These reponses can be reported by the participants themselves in round robin fashion. Or, if anonymity is needed, participants can write their responses and hand them in for the leader to read aloud.

Formal evaluation forms. This approach involves constructing one or more forms in advance. Some users may wish to adapt the evaluation forms used in the test runs of the modules in this project. These evaluation forms are reproduced in Appendix F. Results of their use in two training situations are reported in Chapter IV.

CHAPTER III

THE MODULES

This chapter includes instructions for the 20 training modules outlined in Chapter II. The modules are presented one after the other with each module starting on a right hand side page. Instructions are detailed. Each module presentation incorporates the following units:

* Rationale: This is a brief background statement of the reasoning behind the module. The rationale is stated within the context of the theoretical development and results of the Phase I and Phase II studies enabling a user-trainer to make helpful connections.

* Purpose: This is a brief statement of the explicit training intent of the module as designed by the developers. It is acknowledged that other trainers may develop other purposes.

* References: This section offers citations to specific sections of the Phase I and Phase II reports which are particularly relevant to the content of a given module. Other sources are cited where credit is due.

* Number of participants: As designed, the modules vary in the number of individuals who may participate. Some modules have a minimum number; others have a maximum. This section of the module descriptions indicates the number of participants for which the module was written.

* Estimated time for module: This section lists the length of time the module developers expected the module to take. Readers should also see Chapter IV for a report on the actual times obtained from two tests of the modules.

* Instructional style: This section of the descriptions lists the instructional styles used in a given module. Across all modules these include: individual paper and pencil exercises, dyadic discussions, small group discussions, full group discussions and reports, game playing, and observation of scripted role-playing.

* Room arrangement: In Chapter II, readers will find a description of a "standard" room arrangement for training sessions. This "standard" arrangement is the one intended for most modules. The module

descriptions note any special requirements beyond the "standard." Individual users of the modules can use other arrangements, as well, to meet their own needs. Chapter II includes some suggestions.

* Supplies needed: This is a checklist of the supplies a training leader will need to have prepared prior to training. The supplies listed in each module description are those unique to that module. Chapter II includes a list of supplies needed for every module regardless of its focus.

* Attached handouts: This section lists the special handouts that were developed for a given module. The handouts listed in this section are included at the end of the module description.

* Advance preparation: This section includes a list of things the trainer needs to do prior to using the module for training.

* Directions: This section includes step-by-step instructions for using the module with estimated times for each step.

* Logic of module: This section is a statement of the connection between the rationale and purpose of the module and the activities of the module.

To make the use of the modules easier, the sections described above are presented in the same order for each module. To provide uniformity, all of the modules described in this report have been developed within the context of a particular training perspective -- that of a workshop with roughly 15-35 participants. Users of the modules may, of course, want to vary requirements to fit their own needs. A complete description of the requirements as designed as well as possible variations is presented in Chapter II.

MODULE #1: WHERE ARE YOU NOW

Rationale: The Phase I and Phase II reports pit two information system designs against each other. One system design -- called the normative design -- focuses on the transfer of information and deals with clients in isolation from the situations that bring them to the information system. In this design, both clients and their situations are treated normatively. Thus, the client is often dealt with on the basis of time-space attributes such as demography and personality, attributes which are removed from unique, troublesome situations. The client's situation is treated something like a disease that once identified can be cured with a known remedy. In contrast to this design is the client-in-situation approach, a design for a communication-based information system which acknowledges and moves with the realities of how people face situations and how they use information in that process.

Purpose: THE PURPOSE OF THIS MODULE IS TO PROVIDE A STARTING POINT FOR THE USE OF ALL OF THE REST OF THE MODULES BY HAVING PARTICIPANTS DESCRIBE THE PRIMARILY NORMATIVE SYSTEMS WITHIN WHICH THEY WORK.

References: Virtually all of the Phase I and Phase II reports cover the rationale above. However, an explication of the contrast between the two approaches is presented most directly in Phase II, Chapter II, pp. 53-60.

No. of participants:
6 to 36

Estimated time for module:
55 minutes

Instructional style:
Individual paper & pencil exercise
Small group discussion
Full group report

Room arrangement:
Standard (see Chapter II)

Supplies needed:
- PARTICIPANT ANSWER SHEET handout: one per participant
- Newsprint sheets: three per small group
- Broad-tipped black felt pens: one per small group

Attached handouts:
PARTICIPANT ANSWER SHEET (one page)

Advance preparation:
Duplicate PARTICIPANT ANSWER SHEET

WHERE ARE YOU NOW (continued)

Directions: (Estimated times are indicated in parentheses.)

1. Hand out one PARTICIPANT ANSWER SHEET to each participant. Instruct participants to answer each of the three questions with a short paragraph. (10)

2. Divide participants into small groups of 4-6 participants. In the small groups, participants are to collate their answers to each question in order to arrive at a capsule picture across participants. For each question, each small group is to indicate its capsule picture on a large sheet of newsprint using a black felt-tip pen. At the bottom of each newsprint sheet, they should also indicate those differences that did not fit into their capsule picture. Each small group, then, will return to the large group with three newsprint sheets. (20)

3. Select specific areas on the walls for hanging the newsprint sheets for each question. All newsprint sheets for Q1 should be hung together, for example. Give participants a few minutes to go around and read the sheets. (5)

4. Have each small group make a report to the full group. Other small group participants may ask questions for clarification but they may not disagree with the capsule pictures presented. Each small group should also indicate where they had substantial differences. Tell participants that these reports will remain posted throughout the training as an indication of where "we started" and as a reference point for where "we are going." (20)

Logic of module: The module assumes that any group of practitioners from current information systems will veer to highly normative descriptions in answering the three questions on the PARTICIPANT ANSWER SHEET. Expected sets of answers are as follows:

1) The purpose of my institution is to circulate books.
2) My typical clients are highly educated, primarily women, who want leisure reading.
3) I provide my clients with the books they want and enjoy.

OR

1) The purpose of my institution is to provide people with information they need for everyday problem solving.
2) My typical clients are low-income or lower-middle income people who are having trouble making ends meet.
3) I provide people with information that helps them get the resources they need.

WHERE ARE YOU NOW (continued)

It is not expected that the client-in-situation approach will be introduced at this point. Rather, the module is designed to document a starting point. The newsprint sheets should remain posted during training (or a handout prepared for distribution and later referral). There will be many useful points for referring back to the results of this module in the next 3-4 modules where the client-in-situation approach receives its initial introduction.

WHERE ARE YOU NOW (handout)

PARTICIPANT ANSWER SHEET

1. Describe the purpose of your institution:

2. Describe in some detail your typical client:

3. Describe what you do for your typical client:

MODULE #2: THE COLLECTIVE CLIENT

Rationale: The major conclusion of the Phase II study was that information practitioners -- both those in libraries and those in human service agencies -- are, for the most part, not using a client-in-situation approach. This conclusion was supported in numerous ways in the study. The practitioners overemphasized, in contrast to citizens, the role of objective information in situation-facing and the value of decision-making in situation-facing. They consistently underemphasized, in contrast to citizens, the use of so-called non-rational approaches such as worrying, getting angry, and talking to friends. The practitioners also indicated a general de-emphasis of situationally-bound descriptors that focus on the actual space-bound context of the individual's situation. The general picture that emerged, then, is one where the practitioners put emphasis on only the small slice of time when the client intersects with the practitioner and on only the small slice of situation-facing that fits their mandate for delivery of particular resources or information. As a result of this emphasis, the practitioner and the potential client have a mismatch even before they make contact.

Purpose: THE PURPOSE OF THIS MODULE IS TO CREATE A BEGINNING AWARENESS OF THE MISMATCH BETWEEN PRACTITIONERS AND INDIVIDUALS WHO FACE TROUBLESOME SITUATIONS.

References: The data which provides the basis for the conclusion that a mismatch exists between clients and practitioners comes primarily from the Phase II study. See, in particular, Chapter VI on the collective client, pp. 153-208. Since the entire Phase II report deals with the mismatch between the traditional approach now used and the client-in-situation approach, Chapter XI with its conclusions and implications is useful, pp. 397-404. The conceptual introduction pitting these two approaches against each other is also helpful, pp. 53-60. For readers who wish to refresh their understanding of the roots of the client-in-situation approach, see the Phase I report, Chapter II, pp. 81-100.

No. of participants:
6 to 36

Estimated time for module:
75 minutes

Instructional style:
Individual paper & pencil exercise
Small group discussion
Full group discussion

Room arrangement:
Standard (see Chapter II)

THE COLLECTIVE CLIENT (continued)

Supplies needed:

- * YOUR ESTIMATES handout: one copy per participant
- * WORKSHEET handout: one copy per participant
- * INFORMATION PRACTITIONER PERCENTS handout: one copy per participant
- * DISCUSSION SHEET handout: one copy per participant

Attached handouts:

YOUR ESTIMATES (one page)
WORKSHEET (one page)
INFORMATION PRACTITIONER PERCENTS (one page)
DISCUSSION SHEET (one page)

Advance preparation:

Duplicate handouts listed above.

Directions: (Estimated times are indicated in parentheses.)

1. Hand out one YOUR ESTIMATES handout to each participant. Display the following question for public view:

> "Based on your knowledge or experience, what percentage of the general population of adults feel this way... express themselves this way... see their situations this way when they are facing a troublesome situation?"

   Instruct participants to write in an actual percentage of from 0% up to 100%. This is an individual exercise. (10)

2. Hand out one WORKSHEET handout to each participant. Tell participants that you will explain the meaning of their computations after they have completed the computations. Show participants how to align the WORKSHEET with the YOUR ESTIMATES page so that their own estimates for a given item are aligned with the estimates obtained for adult situation percentages. Each participant is then to substract for each item the smaller number (either their own estimate or the adult situation percentage) from the larger number. The result is to be written in the second column on the WORKSHEET. Each participant is then to indicate whether their own estimate was larger than the adult percentage (overestimated) or smaller (underestimated). It may be helpful to illustrate this process with one or two examples, as follows, on an overhead projector:

THE COLLECTIVE CLIENT (continued)

Your estimate	Percent of adult situations	Subtract smaller percent from larger percent	Is your estimate over or under adults
40%	63%	23%	under
73	63	10	over

After all computations are done on the individual items, each participant is to compute their average discrepancy as directed at the bottom of the WORKSHEET. This involves summing the individual discrepancies on the items and dividing by 20, the total number of items. Ask each participant to write their average discrepancy on a piece of scrap paper and hand it it. These should be anonymous. (10)

3. Explain to participants that they have just compared their own answers, through their computations, to the answers obtained from a general population study of 300 adult residents of the city of Seattle. This study was an in-depth analysis of how these adult residents saw and coped with recent troublesome situations. For example, it was found in this study that 63% of the respondents did not seek information from an institutional source in the process of coping with their situations. (5)

4. Form small groups for discussion of the results of the individual computations. Each group should have 4-6 people. Give each participant a copy of the DISCUSSION sheet.

   While the participants are engaged in discussion, prepare a display (blackboard, overhead projector, flipchart) which reports the average discrepancy scores across participants. An example of a portion of such a display might look as follows:

Average discrepancy scores	# of participants
0	0
1 - 5%	0
6 - 10%	2
11 - 15%	5
16 - 20%	10
etc.	etc.

THE COLLECTIVE CLIENT (continued)

When you are finished preparing the display, exhibit it to the small groups and explain it so that they can use it, if they wish, in their discussions.

Tell the groups that they will be asked to give a report to the full group when they have completed their discussions. (20)

5. Reconvene the large group and have each small group present its report. Record major items on a flipchart, overhead projector, or blackboard. Emphasize the notion of the mismatch and what it means for the individual practitioner in the conduct of his job. (15)

6. Distribute a copy of the INFORMATION PRACTITIONER PERCENTS handout to each participant. Tell them to align this handout with their YOUR ESTIMATES handout so, again, they can compare their own estimates with those of a sample of 267 information practitioners, including 126 public librarians and 141 representatives from human service agencies. These practitioners, all from the Seattle metropolitan area, were asked to describe the clients they had served in the last 6 months. Across all practitioners, the average estimates were considered representative of how the practitioners see adults as they go about situation-facing. Point out the average discrepancy for practitioners at the bottom of the INFORMATION PRACTITIONER PERCENTS handout. Allow time for individual study of the INFORMATION PRACTITIONER PERCENTS handout. (5)

7. In large group, discuss the implications of the INFORMATION PRACTITIONER PERCENTS handout. Record major points on a flipchart, overhead projector, or blackboard. During the discussion, emphasize what the discrepancies on individual items mean for: a) the training and practice of practitioners; and b) the management and evaluation of information service agencies and libraries. (10)

Logic of module: This module compares what each participant believes about adult situations and what the evidence suggests is true. This module is not intended to teach the client-in-situation approach per se. Rather, it is designed as a "shock" exercise which illustrates the mismatch between current normative information service designs and how adults see themselves. Each of the items on the YOUR ESTIMATES handout is derived from the client-in-situation attribute list developed from the Phase I report and used as a basis for the practitioner study in Phase II. For example, item #1 (what percentage of adults...do not seek information from institutional sources...?) is derived from attribute #71 (no institutional sources) in the client-in-situation checklist. See Table 6-4 in Appendix F of the Phase II report for the table from which this exercise was derived. The attribute numbers for the 20 items on the YOUR ESTIMATES handout, listed in order, are: 71, 37, 29, 102. 39, 27, 68, 34, 21, 35, 73, 30, 63, 24, 67, 33, 26, 65, 36, and 25.

THE COLLECTIVE CLIENT (handout)

YOUR ESTIMATES

Your job is to estimate what percentage of the general population of adults do (or do not do) each of the following in the process of facing troublesome situations.

What percentage of the general population of adults...		
1.	Do not seek information from institutional sources (agencies or libraries) in the process of facing their situations?	
2.	See themselves as being in situations where they want to learn something, understand, think, comprehend, get the facts, or become informed about someone or something?	
3.	When they contact a practitioner for help are explicit and say clearly what they want the practitioner to do?	
4.	Are confident that libraries will have information helpful in their situations?	
5.	See themselves as in situations that involve one or two other individuals or groups?	
6.	When they contact a practitioner for help are not explicit at all and give no indication in their initial articulations of what they want the practitioner to do?	
7.	Do not try to learn, find out, or come to understand anything in the process of facing their situations?	
8.	See themselves as being in situations where they need to get around obstacles -- thus, they know what they want to do but something stands between them and their goals?	
9.	When they contact a practitioner for help see themselves as having made no progress toward resolution?	
10.	See themselves as in situations where they need to cope with a worry -- see themselves as anxious and unable to control things?	
11.	Seek objective information, facts, or data in the process of facing their situations?	
12.	When they contact a practitioner completely change their descriptions of their situations as they talk?	
13.	Use an interpersonal approach to situation-facing -- complain to someone, find someone who agrees with them, or talk with someone?	
14.	Want someone to listen to them lament or complain about their situations?	
15.	Use an emotional approach to situation-facing -- get emotional or angry and are unable to put the situation out of mind?	
16.	See themselves as needing to make a decision -- to choose between two or more options or alternatives?	
17.	Need to fill a specific request for resources (e.g., money, objects) or services (e.g., legal aid, education)?	
18.	Use a cognitive approach to situation-facing -- spend time reading or thinking or change their view of the situation?	
19.	See themselves as facing a problematic situation where they feel there is nothing they can do and have to be satisfied with the way things turn out?	
20.	When they talk about their situations describe them as situations which require information?	

THE COLLECTIVE CLIENT (handout)

WORKSHEET

Position the YOUR ESTIMATES handout so that its right edge is aligned with this line

Percent of adult situations	Subtract smaller percent from larger percent	Is your estimate over or under adults	Item #
63%			1
59%			2
15%			3
19%			4
57%			5
39%			6
27%			7
65%			8
59%			9
60%			10
40%			11
38%			12
75%			13
91%			14
60%			15
57%			16
72%			17
42%			18
57%			19
21%			20

__________ ↑ Sum the 20 numbers in this column to obtain total discrepancy.

__________ Divide this sum by 20 to obtain your average discrepancy.

INFORMATION PRACTITIONER PERCENTS

Position the YOUR ESTIMATES handout so that its right edge is aligned with this line.

Percent of adult situations	Average percent estimated by information practitioners	Item #
63%	27%	1
59%	55%	2
15%	44%	3
19%	38%	4
57%	34%	5
39%	16%	6
27%	13%	7
65%	31%	8
59%	32%	9
60%	24%	10
40%	53%	11
38%	17%	12
75%	43%	13
91%	24%	14
60%	21%	15
57%	25%	16
72%	46%	17
42%	20%	18
57%	22%	19
21%	54%	20

28% = AVERAGE DISCREPANCY FOR PRACTITIONERS

The data presented on this page come from: Dervin, Brenda et al., The Development of Strategies for Dealing with the Information Needs of Urban Residents. Final Report on Project No. 475AH50014, Grant No. G007500617 to U.S. Department of Health, Education and Welfare, Office of Education, February 1977.

THE COLLECTIVE CLIENT (handout)

DISCUSSION SHEET

Your task as a small group is to discuss, in a general way, the dispancies observed between a participant's estimate and the percentages given on the WORKSHEET.

The workshop leader will soon present a summary of everyone's average discrepancy score -- consider that in your discussion.

Discussion questions:

1. Were there any agreements in the group in terms of which items had large discrepancies? Small discrepancies?
2. Should practitioners be aware of the characteristics of clients listed on the handout (item #1-20)? Why or why not?
3. What are the implications for practitioners of large discrepancies on any or all of the items?
4. What are the implications for clients of large discrepancies on any or all of the items?
5. Does the direction of the discrepancies (over or under estimation) fall into a pattern? Suggest anything?

MODULE #3: WHAT YOU NEED TO KNOW

Rationale: When the information practitioner meets a client, the practitioner needs to control self. This means zeroing in as efficiently and accurately as possible on what the practitioner can do to be helpful to the client. Traditionally, practitioners have been taught to use across time-space predictors, e.g., demography and personality as a means of anticipating how the client will behave and what the client will want. A major premise of the Phase I and II studies was that the communication or informtion behaviors of clients can not be predicted optimally on the basis of across time-space attributes such as demography, e.g., race, sex; or personality, e.g., assertiveness, self-confidence. These across time-space attributes stereotype individuals by putting them into groups and then assuming that all individuals in each group behave the same across time and space regardless of what situational conditions are present. In a sense, these across time-space attributes are summary statements across thousands of situations. The client who comes to a practitioner, however, is bound into one unique situation or, perhaps, several unique situations which are tied in with each other. The practitioner who attempts to determine how he can be helpful on the basis of across time-space attributes, therefore, ends up behaving in terms of stereotypes rather than the actualities of unique situations. The Phase I and II studies suggest that practitioners dealing with clients embedded in time-space bound situations must use a different kind of predictive theory. Instead of the "if...then" focus on across time-space predictors, it is suggested that practitioners need to focus on "then...then" predictions. These predictions would be based on an understanding of how people embedded in different kinds of situations inform themselves. The prediction, thus, would rest on the practitioner's ability at the time of contact to elicit situational descriptors from the client.

Purpose: THE PURPOSE OF THIS MODULE IS TO CREATE AN AWARENESS THAT:

a) ACROSS TIME-SPACE ATTRIBUTES ARE LIMITED IN THEIR USEFULNESS AS PREDICTORS FOR THE INFORMATION PRACTITIONER-CLIENT TRANSACTION;
b) INFORMATION PRACTITIONERS NEED TO BE SKILLED AT ELICITING SITUATIONAL DESCRIPTORS FROM CLIENTS AT THE POINT OF CONTACT.

References: The development of these ideas are presented conceptually in both the Phase I and Phase II reports. In a sense, both reports present the client-in-situation approach as an alternative to the pervasive across time-space approach. See, in particular, the introductory chapters. In Phase I, see Chapter II, particularly pages 85-88. In Phase II, see Chapter II, pages 53-60.

No. of participants:
6 to 36

WHAT YOU NEED TO KNOW (continued)

Estimated time for module:
70 minutes

Instructional style:
Individual paper & pencil exercise
Small group discussion
Full group discussion

Room arrangement:
Standard (see Chapter II)

Supplies needed:
* A-1 packet: one copy for each two participants
* A-2 packet: one copy for each two participants
* DISCUSSION SHEET: one copy for each participant

Attached handouts:
YOUR CLIENT, packet A-1, page 1
YOUR CLIENT, packet A-1, page 2
YOUR CLIENT, packet A-1, page 3
YOUR CLIENT, packet A-1, page 4
Collate A-1 pages as packet A-1 (four pages)
YOUR CLIENT, packet A-2, page 1
YOUR CLIENT, packet A-2, page 2
YOUR CLIENT, packet A-2, page 3
YOUR CLIENT, packet A-2, page 4
Collate A-2 pages as packet A-2 (four pages)
DISCUSSION SHEET (one page)

Advance preparation:
Duplicate and collate handouts, as designated above.

Directions: (Estimated times are indicated in parentheses.)

1. Pass out the A-1 and A-2 packets, one per participant, making sure that half of the participants get an A-1 packet and half get an A-2 packet. Ask each participant to respond to each question on each page. Ask them to be as specific as possible in their answers. This is an individual exercise. (15)

2. Form small groups for discussion with about 4-6 participants per group. Be sure that about half of the participants in each group have the A-1 packet and the other half have the A-2 packet. Hand out one copy of the DISCUSSION SHEET to each participant. (20)

3. Reconvene the large group and have each small group present its report. Record the major findings of each small group on a flipchart, overhead projector, or blackboard. Emphasize the comparisons between the A-1 and A-2 versions of the client descriptions. (35)

WHAT YOU NEED TO KNOW (continued)

Logic of module: This module implements the purpose stated above primarily through the comparison of participant responses to the A-1 and A-2 packets. The A-1 packets are based on across time-space descriptions, e.g., the use of demography, personality; while the A-2 packets are based on situational descriptions, e.g., client movement state, situation embeddedness.

WHAT YOU NEED TO KNOW (handout)

PACKET A-2, page 1

YOUR CLIENT

Your client is really upset and scared by crime.

Your client wants to complain to you about his anxiety and lack of control in this situation. He sees this situation as tied in with other situations, e.g., the general economic condition, and as hard to get at the heart of. Your client has come to you for help in a situation in which he wants to learn why such things happen and what other people feel about it.

1. What questions will your client ask?

2. What will your client try to do in this situation?

3. How can you as an information practitioner help?

4. How will your client assess whether or not you have been helpful?

WHAT YOU NEED TO KNOW (handout)

PACKET A-2, page 2

YOUR CLIENT

Your client's son simply refuses to go to the dentist. He has a bad tooth. Your client is worried that he'll lose it and doesn't understand his son's reasons.

Your client sees himself in a situation where he wants to understand his son's emotions about the dentist. Your client wants you to know that he has already tried talking to his son. Your client is at the point where he suspects if he could get a new way of looking at the situation it would be helpful.

1. What questions will your client ask?

2. What will your client try to do in this situation?

3. How can you as an information practitioner help?

4. How will your client assess whether or not you have been helpful?

WHAT YOU NEED TO KNOW (handout)

PACKET A-2, page 3

YOUR CLIENT

Your client has recently been laid off from her job and is collecting unemployment benefits. Her difficulty is that her car is beyond repair and there is no public transportation service near her home. She must get to the unemployment office each week.

Your client wants you to help her overcome the obstacles which prevent her from getting to the unemployment office. The problem is compounded because the client's sister cannot be left alone and therefore will need to go with her to the unemployment office. The sister refuses to have someone else stay with her. Your client sees nothing but barriers in front of her -- no car, no transportation, a stubborn sister, and an unhelpful unemployment office.

1. What questions will your client ask?

2. What will your client try to do in this situation?

3. How can you as an information practitioner help?

4. How will your client assess whether or not you have been helpful?

WHAT YOU NEED TO KNOW (handout)

PACKET A-2, page 4

YOUR CLIENT

Your client is going to buy a new TV set and wants to narrow down the choices to two or three manufacturers so she can do some price comparisons. Simply stated her question is: "What are the best brands to choose from?"

Your client has a difficult time getting a perspective for her situation. Most of the time her friends talk about specific brands and she has found the amount of information overwhelming.

1. What questions will your client ask?

2. What will your client try to do in this situation?

3. How can you as an information practitioner help?

4. How will your client assess whether or not you have been helpful?

WHAT YOU NEED TO KNOW (handout)

PACKET A-1, page 1

YOUR CLIENT

Your client is really upset and scared by crime.

Your client is a white male who is well dressed, well-educated, and rather facile with language. He is good natured during the interview and seems not to be the kind of person to get scared easily. He is a salesman for a digital computer corporation and lives by himself in an apartment in the suburbs.

1. What questions will your client ask?

2. What will your client try to do in this situation?

3. How can you as an information practitioner help?

4. How will your client assess whether or not you have been helpful?

WHAT YOU NEED TO KNOW (handout)

PACKET A-1, page 2

YOUR CLIENT

Your client's son simply refuses to go to the dentist. He has a bad tooth. Your client is worried that his son will lose it and doesn't understand his son's reasons.

Your client is a black teacher in a high school in the inner city. He has a masters degree in sociology from an eastern university and has taught in public schools for 18 years. There are four children in his family.

1. What questions will your client ask?

2. What will your client try to do in this situation?

3. How can you as an information practitioner help?

4. How will your client assess whether or not you have been helpful?

WHAT YOU NEED TO KNOW (handout)

PACKET A-1, page 3

YOUR CLIENT

Your client has recently been laid-off from her job and is collecting unemployment benefits. Her difficulty is that her car is beyond repair and there is no public transportation service near her home. She must get to the unemployment office each week.

Your client is a woman of about 55 with a halting command of English. She is neatly, though inexpensively, dressed. She approached your desk somewhat timidly and cautiously -- she uses a cane to get around. She lives in a small apartment with her sister.

1. What questions will your client ask?

2. What will your client try to do in this situation?

3. How can you as an information practitioner help?

4. How will your client assess whether or not you have been helpful?

WHAT YOU NEED TO KNOW (handout)

PACKET A-1, page 4

YOUR CLIENT

Your client is going to buy a new TV set and wants to narrow down the choices to two or three manufacturers so she can do some price comparisons. Simply stated, her question is, "What are the best brands to choose from?"

Your client is an upper middle class housewife and mother of two children -- ages 4 and 7. She lives in the suburbs and is an active member of PTA. Her husband is a lawyer and a consultant to the Chamber of Commerce.

1. What questions will your client ask?

2. What will your client try to do in this situation?

3. How can you as an information practitioner help?

4. How will your client assess whether or not you have been helpful?

WHAT YOU NEED TO KNOW (handout)

DISCUSSION SHEET

Your task as a small group is to compare your answers to the questions on each of these four cases, discuss the result, collate what you have learned, and prepare a report for the full group.

Note that while each member of your group has responded to the same four cases, the cases have been described in two different ways. Those members of your group who have A-1 handouts have different case descriptions than those who have A-2 handouts.

Discussion questions:

1. What was the difference between the A-1 and A-2 packets?
2. Given these alternative descriptions of the same client, which was more useful? Why?
3. How can information practitioners obtain the kinds of information about clients-in-situations used as descriptions in the A-2 packets?
4. Do practitioners need to be able to predict their clients? If so, in what ways? For what reasons?
5. If practitioners do not try to predict their clients, they may end up using their own expectations. How can the practitioner's expectations be wrong or misleading? Was there evidence of practitioner expectations working in the responses to the case study questions?

MODULE #4: THE TIME-LINE GAME

Rationale: When a client interacts with a practitioner, he brings with him a unique history of situation-facing experiences. From the client's perspective, these experiences may be considered as steps on a time-line which began when the client first became aware of his situation. As the client moves through time, his attempts to deal with his situation differ according to his perception of events which occur along the way. It is this continuing interaction between events and behaviors and the consequent shifting definitions of the client's situation which are embodied in the notion of the time-line. The findings from the Phase II study indicate that practitioners tend to focus on the client's situation primarily at the point of the practitioner-client interaction and that practitioners prefer rational, information-oriented, helping approaches. On the other hand, the Phase I data suggests that the client perceives his situation as constantly shifting across time, that the situation as described to the practitioner is the consequence of a series of event-behavior interactions, and that only some of the client's many situation-facing behaviors are related to the seeking and use of objective information.

Purpose: THE PURPOSE OF THIS MODULE IS TO CREATE AN AWARENESS THAT:

a) A CLIENT'S SITUATION DOES NOT REMAIN STATIC, BUT IS CONSTANTLY CHANGING ACROSS TIME;
b) A CLIENT WILL ENGAGE IN A VARIETY OF INFORMING AND COPING BEHAVIORS, ONLY SOME OF WHICH ARE RELATED TO INFORMATION IN THE NORMATIVE SENSE (INFORMATION$_1$);
c) HELPFULNESS IS SITUATIONALLY JUDGED BY THE CLIENT IN TERMS OF OBTAINED CONTROL OVER HIS OWN MOVEMENT.

References: Since this module focuses on developing an overall awareness of the perceptions of the client-in-situation as he moves along his time-line, it draws on findings from throughout the Phase I report. See pp. 40-80 of the Phase I report for a sketch of the study results and pp. 631-646 for a summary and overview of the study. In particular, refer to pp. 110-111 for the conceptual development of the time-line concept upon which this module is based. Chapter VIII, pp. 247-284, provides a discussion and analysis of the decision, problem, worry, and comprehending situation types and is especially helpful as background for this module. The Phase II practitioner study found that practitioners had difficulty perceiving clients as moving through constantly changing situations. Practitioners overestimated the degree to which clients would present articulations that were stable over time, page 166 of the Phase II report, and had difficulty with the concept of the client being in charge of his own constantly changing situation, pp. 336-340.

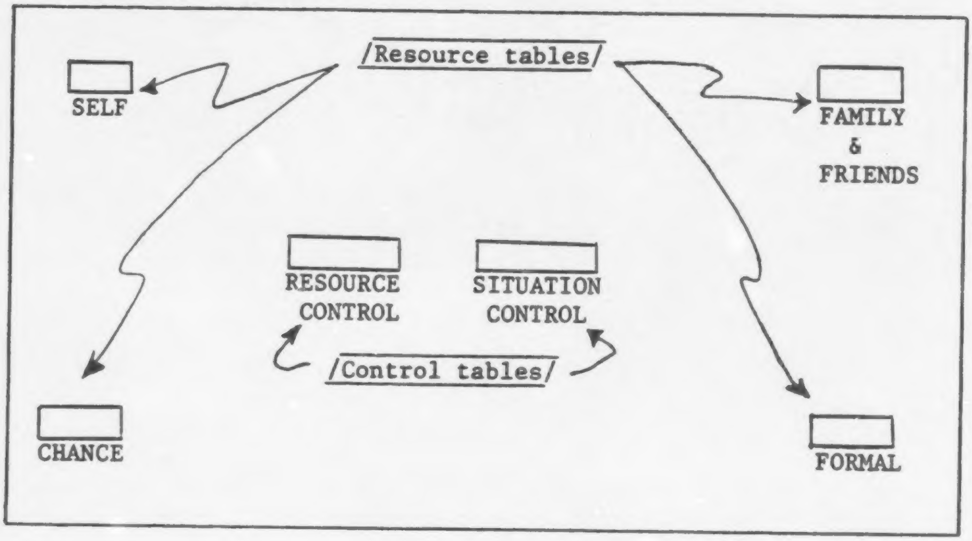
No. of participants:
16 to 40
Note: Six assistants are required. They may be either members of

the training staff or participants. Their duties do not require specialized knowledge.

Estimated time for module:
2 hours

Instructional style:
Game playing
Small group discussion
Full group discussion

Room arrangement:
Position six tables about the room in a manner similar to the following diagram and label them as indicated:


/Resource tables/
SELF
FAMILY & FRIENDS
RESOURCE CONTROL
SITUATION CONTROL
/Control tables/
CHANCE
FORMAL

Place supplies (see below for complete description of supplies and advance preparation) on the tables as follows:

Control tables
- RESOURCE CONTROL table: necklaces, large paper clips, and a copy of ASSISTANTS' DIRECTIONS
- SITUATION CONTROL table: paper bag containing name tag holders with SITUATION CARDS inserted, blank SITUATION CARDS, black felt tip marking pen, TIME-LINE LOG sheets, and a copy of ASSISTANTS' DIRECTIONS
- RESOURCE tables (place copy of ASSISTANTS' DIRECTIONS at each table)
  - "SELF" table: five sets of yellow EVENT CARDS
  - "FAMILY AND FRIENDS" table: five sets of pink EVENT CARDS

THE TIME-LINE GAME (continued)

"CHANCE" table: five sets of pale green EVENT CARDS
"FORMAL" table: five sets of blue EVENT CARDS
Place all EVENT CARDS message face down and keep the piles separated.

Supplies needed:

- Set of four RESOURCE necklaces: one set per player
- Large paper clips: one per player
- Pin-on plastic name tag holders: five per player
- Set of five, previously prepared SITUATION CARDS: one set per player
- Blank SITUATION CARDS: five per player
- Black felt tip marking pens: six
- EVENT CARDS: 300 cards, previously broken down into 20 sets of 15 cards per set
- HOW TO PLAY THE TIME-LINE GAME handout: one per player
- TIME-LINE LOG sheets: ten per player
- DIRECTIONS FOR USING THE TIME-LINE LOG handout: one per player
- ASSISTANTS' DIRECTIONS handout: six copies (one at each table)
- DISCUSSION SHEET: one per player

Attached handouts:

HOW TO PLAY THE TIME-LINE GAME (four pages)
DEFINITIONS FOR THE TIME-LINE GAME (one page)
TIME-LINE LOG (one page)
DIRECTIONS FOR USING THE TIME-LINE LOG (one page)
ASSISTANTS'DIRECTIONS (three pages)
DISCUSSION SHEET (one page)
EVENT CARDS* (40 pages, to be reproduced into 20 different sets of 15 cards per set)

Advance preparations:

1. Make up RESOURCE necklaces as follows:
   - One set of necklaces is required per player.
   - Each set consists of four, differently colored necklaces: a blue necklace, a yellow necklace, a pink necklace, and a pale green necklace.
   - Necklaces may be made of thick yarn.

2. Make up SITUATION CARDS as follows:
   - One set of SITUATION CARDS is required per player.
   - Each set consists of five different SITUATION CARDS:

---

* The EVENT CARDS are included as the last attachment to this module. Refer to "Logic of module" for a discussion of the EVENT CARD rationale.

a BARRIER card, a WORRY card, a COMPREHENSION card, a PROBLEMATIC card, and a DECISION card. Although players can only be in one situation type at a time, they will need to have the full range available to them during the course of the game.

* Cards should be made of white stock and cut to fit in the plastic name tag holders.
* The situation type (BARRIER, WORRY, COMPREHENSION, PROBLEMATIC, or DECISION) should be printed in large letters on the face of the SITUATION CARD, and on the back of each card is to be printed the word RESOLVED.
* Place each of the cards prepared in the step above into a plastic name tag holder with the situation type showing.
* Put half of the name tag holders (each of which now contains a SITUATION CARD) into a large paper bag. To assure a random selection on the part of the players, there must be approximately the same number of each kind of SITUATION CARD in the bag.
* Have on reserve as many blank cards as you have players. These cards should also be cut to fit the name tag holders.

3. Make up EVENT CARDS as follows:
   * Reproduce the attached EVENT CARDS on colored paper. The paper colors should match the colors of the yarns used in making the necklaces. Each color will stand for a different RESOURCE, as in the following example:

Color of paper	Resource
blue	FORMAL (F)
yellow	SELF (S)
pink	FAMILY & FRIENDS (FF)
pale green	CHANCE (C)

   In order to determine which EVENT CARDS should be reproduced on which color paper, look at the letter keys at the top of each EVENT CARD. These keys are in the middle of the top of the card and appear as follows: /PC-F/ or /N-FF/. The designations after the hyphen relate to the RESOURCE names above. Note that any color of yarn and paper may be used as long as there are four different non-white colors, the necklace and colors match, and the colors are light enough for the EVENT CARD messages to be readable.
   * On the reverse side of each EVENT CARD, print in large letters the situation-type descriptor which is found in the upper right corner on the face of each EVENT CARD.
   * Sort the EVENT CARDS into four piles by color of paper. Then, sort each of the four piles into five separate piles by situation type. This produces 20 separate piles of EVENT CARDS: 5 stacks of blue cards, 5 stacks of yellow, 5 stacks of pink, and 5 stacks of pale green cards. Store the piles separately.

THE TIME-LINE GAME (continued)

4. Duplicate the handouts, as designated above.
5. Prepare an example of the TIME-LINE LOG to use as an overhead display in explaining how to fill it out.

Directions: (Estimated times are indicated in parentheses.)

1. Distribute a copy of the HOW TO PLAY THE TIME-LINE GAME and DEFINITIONS FOR THE TIME-LINE GAME handouts to each participant. Allow time for everyone to read the directions. Before asking for questions, paraphrase the directions while "walking through" the game, pointing out necklaces, paper clips, name tags, tables, colors of EVENT CARDS, etc. (5)

2. Hand out a copy of the DIRECTIONS FOR USING THE TIME-LINE LOG and one TIME-LINE LOG sheet to each participant. Demonstrate, with the aid of an overhead projector, how the LOG is to be filled out. (5)

3. Restate the purpose of the PERMANENT RESOURCE while an assistant (another leader or a selected participant) distributes a necklace to each participant. Each participant is allowed to choose the color of the necklace. As the necklace is given to the participant, a large paper clip should be attached. Ask the participants to fill in the PERMANENT RESOURCE blank on their LOG sheets. (5)

4. Review the rationale behind the SITUATION CARDS. Explain that they will now be drawing a SITUATION CARD in a name tag holder. They should pin this on where it can be read easily. At all times during the game, they will have a SITUATION CARD in a name tag holder; however, the SITUATION CARD will change. Have one or more assistants go around the room letting each participant draw his own SITUATION CARD badge from a paper bag. Ask the players to fill in the INITIAL SITUATION type blank on their TIME-LINE LOG. Check for questions at this point. (5)

5. Review the rationale behind the TEMPORARY RESOURCE. Have the assistants distribute the desired color necklace to each participant. This necklace should not have a paper clip. Have the assistants go to their assigned tables at this point. Have the participants fill in the TEMPORARY RESOURCE blank on their LOG sheets. (5)

6. Begin the game and allow it to proceed at its own pace for about an hour or until several of the participants are wearing three SITUATION CARD badges. (60)

7. When the end of the game is declared, divide the participants into groups of 4-6 members and distribute DISCUSSION SHEETS to each group. Ask them to review what happened and, using the DISCUSSION SHEET as a guide, to prepare a report to be given when the full group reconvenes. (15)

THE TIME-LINE GAME (continued)

8. Reconvene the large group and have each small group present its report. Record the major findings of each group on a flip chart, overhead projector, or blackboard. (20)

Logic of module: This module places the participants into the role of clients and takes them through a series of event-behavior interactions similar to those described by the respondents of the Phase I study. In doing so, the participants are thoroughly introduced to the client-in-situation notion. They are also experientially introduced to a number of definitions and concepts which are central to the training purposes of the modules which follow.

A number of concepts are built into the mechanics of the game via color-coding of supplies and by the nature of the 300 event-behavior interactions which are presented on the EVENT CARDS. The intent of the mechanical manipulaiton of supplies is to guide the participants systematically through a seemingly infinite combination of event-behavior interactions designed to approximate those of everyday clients in the "real world." The following matrix provides a key to the dimensions of this module. The numbers in the cells refer to the number designations on the EVENT CARDS.

		SITUATION TYPES				
		BARRIER	WORRY	COMPREHENSION	PROBLEMATIC	DECISION
RESOURCES	FORMAL (blue)	001-015	016-030	031-045	046-060	061-075
	SELF (yellow)	076-090	091-105	106-120	121-135	136-150
	FAMILY & FRIENDS (pink)	151-165	166-180	181-195	196-210	211-225
	CHANCE (pale green)	226-240	241-255	256-270	271-285	286-300

THE TIME-LINE GAME (continued)

For each cell of the matrix, 15 EVENT CARDS were systematically constructed. Each of the 15 events represented within a single cell was partially determined by the two variables defining that cell: one a situation-type variable and the other a resource variable. Thus if a participant were in a WORRY situation and selected FAMILY & FRIENDS as his resource, the text of every one of the 15 possible EVENT CARDS which he might draw would deal with a WORRY and would describe an event in which the participant had ostensibly consulted with his family or his friends. The situation-type variable and the resource variable defining a given cell remained constant for each of the 15 EVENT CARDS that were constructed for that cell. (NOTE: The situation types and the resources are explained on the DEFINITIONS FOR THE TIME-LINE GAME handout.)

When a participant in a given situation type encounters a given resource, he receives 1 of 15 EVENT CARDS. Each of the cards describes "what happened" in this encounter, in this time-line step. The time-line steps were created to illustrate the manner in which situational variables affect the outcome or consequence. For example, the participant may be told that the situation involves a number of people and not just the client and is, therefore, more difficult than was first thought. In addition, the consequences of the 15 EVENT CARDS were systematically varied as follows:

CONSEQUENCE VARIABLE	CODE	NUMBER IN CELL
RESOLUTION	R	2
TRY AGAIN		
positive event	P	2
negative event	N	4
REDEFINITION TO (new situation type)		
negative change	NC	3
positive change	PC	4
CELL TOTAL		15

The three principal consequence variables are explained on the DEFINITIONS handout. What is not explained in the DEFINITIONS handout, and should not be made known to the participants, is that on the EVENT CARDS which have TRY AGAIN or REDEFINITION as consequences, the events described were constructed to be either positive or negative in varying degrees. The intended positive or negative valences are not made known to the participants so that they will not be influenced in their individual judgements of the helpfulness of each event. Given the individuality of each participant (client) and the nearly infinite number of pathes which are possible within any event, it is possible that each participant will evaluate the same event differently.

In summary, the game is designed to provide each participant with a guided approximation of the time-lines of the everyday citizens who were the focus of the Phase I study. Specifically, the participants are made aware of the constantly shifting nature of individual situations and the infinite variety of time-line sequences by which clients may, or may not reach resolution -- all of which constitute personally relevant histories to individual clients. The utility (and lack of utility) of self-informing, and the frequent lack of utility of objective information (INFORMATION_1) which is so typical of that usually received from formal resources, are also demonstrated in this module.

THE TIME-LINE GAME (handout)

HOW TO PLAY THE TIME-LINE GAME

You will be playing an unusual game in which you will take the place of a client in a troublesome situation. In this game, you will be moving through situations much as clients move through their everyday situations, having things happen, using information sources, and changing your way of approaching the situation. One of the unusual characteristics of the way in which situations are presented in this game is that they are content free. Instead of focusing on content, such as a housing situation or a health situation, this exercise focuses on other aspects of situations, such as whether other people are involved, whether information is seen as hard to find, whether information is seen as helpful, etc.

You may find it helps to think of this game as a board game, such as Monopoly or Parcheesi, in which the room is the board and the participants are the pieces.

The directions for the game will be phrased in terms of what clients actually do in their situations

1. Many of us, regardless of the nature of our particular situation, tend to favor the use of one particular resource -- sometimes out of habit, sometimes out of familiarity, or for any number of other reasons. Your PERMANENT RESOURCE is that resource with which you are the most familiar or comfortable, no matter what your particular situation might be. Prior to beginning the game, you will have a chance to choose your PERMANENT RESOURCE from among the following: SELF (yellow), FAMILY & FRIENDS (pink), CHANCE (pale green), or FORMAL (blue). The resource you select will be represented by a colored necklace with a large paper clip attached to it. The paper clip distinguishes it from your TEMPORARY RESOURCE, which you will obtain later. The necklace representing your PERMANENT RESOURCE will stay with you throughout the game and will always be available to you.

2. Your view of the nature of the particular situation in which you may be embedded will change from time to time. Sometimes you may be trying to overcome a barrier, at other times you may be trying to make a decision, or you may just be worrying about things, etc. Prior to beginning the game, you will randomly select a SITUATION CARD which represents your situation type: BARRIER, WORRY, COMPREHENSION, PROBLEMATIC, or DECISION. It will be inserted in a plastic name tag holder and worn. It will be changed under either of two conditions:
   a) when the EVENT CARD you draw indicates that your situation is RESOLVED, or
   b) when the EVENT CARD you draw gives REDEFINITION as a consequence.

THE TIME-LINE GAME (handout)

Wear the name tag holder containing your SITUATION CARD so that it will be easily visible to other participants.

3. In addition to the tendency to turn to one particular type of resource, your view of the nature of the situation at any given time often suggests that a different resource may be appropriate.

   Once you have donned your PERMANENT RESOURCE necklace and pinned on the name tag holder containing your initial situation type, you will be able to choose an additional RESOURCE (represented by another colored necklace). Choose the RESOURCE which you think will best help you cope with your particular situation type. This necklace should not have an attached paper clip. It is your TEMPORARY RESOURCE, and can be changed either when your situation type is redefined or when you are starting a new time-line after having resolved a previous time-line.

4. You are now in the position of a client.

   You are embedded in a particular type of situation (your name tag with its SITUATION CARD), and you have both a PERMENENT RESOUCE (your necklace with the attached paper clip) and a TEMPORARY RESOURCE (your other necklace) available to you. You are attempting to cope with your particular situation. LET THE GAME BEGIN!!!

5. Once you begin to concentrate on your situation -- what it is like and how you can cope with it -- you are likely to encounter some kind of resource which you think may be of help or assistance.

   Go to the end of the line at a table which represents one of your two RESOURCES. The choice of which RESOURCE to use is entirely up to you, now and throughout the game, as long as it matches one of the RESOURCES represented by the two necklaces you are wearing.

6. The event which leads you to interact with a resource (even if that resource is yourself), what happens during that interaction, and the consequences of the interaction can't be predicted. There are just too many things involved. However, after the interaction, you will have some notion of whether or not it was helpful, depending on what kind of sense you've been able to make out of it.

   Once you have worked your way through the line to the RESOURCE table of your choice, you will see five stacks of EVENT CARDS, one fo each situation type. Take the top EVENT CARD from the stack that matches your situation type, enter the information from the EVENT CARD onto your LOG sheet, add your evaluation concerning the helpfulness of the interaction, and return the EVENT CARD to the bottom of the stack from which it was drawn (be sure it's the same stack).

THE TIME-LINE GAME (handout)

7. Now, you've completed one step along your time-line. Unless your situation has become resolved, you must continue to cope with it. Follow the directions given on the CONSEQUENCES portion of the EVENT CARD. There are only three possibilities:

   a) TRY AGAIN:
      - *Your situation is still unresolved, though you may feel that you are making progress, and your situation has not been redefined.
      - *Continue on your time-line by going to the end of the line at either of your two RESOURCES and draw another EVENT CARD.

   b) REDEFINITION:
      - *Your situation is still unresolved, but it has been redefined to be a different type of situation.
      - *Take your place in line at the SITUATION CONTROL table. Remove your SITUATION CARD from your name tag holder and exchange it for the one specified on the EVENT CARD.
      - *If you wish to exchange your present TEMPORARY RESOURCE for one you feel is more appropriate to your new situation type, your may do so now. Just go to the RESOURCE CONTROL table and swap your present TEMPORARY RESOURCE for the one you desire.
      - *Continue on your time-line by going to the end of the line at either of your two RESOURCES and draw another EVENT CARD.

   c) RESOLUTION:
      - *You have resolved your situation.
      - *Remove the SITUATION CARD from your name tag holder, turn it over, and reinsert it so that everyone can see that you have resolved that particular situation.
      - *Go to the SITUATION CONTROL table and draw another situation type (represented by the SITUATION CARD in another name tag holder) to cope with.
      - *You may now wish to exchange your TEMPORARY RESOURCE for one you consider to be more appropriate to your new situation. If so, just return to the RESOURCE CONTROL table and trade in your present TEMPORARY RESOURCE necklace for the one you choose.
      - *You're off to a fresh start. Begin your new time-line by going to the end of the line at either of your two RESOURCES and draw another EVENT CARD.

8. As you move through each situation, not only will your view of the situation change, you will also try a number of different ways of dealing or coping with your situation until you can call it resolved.

THE TIME-LINE GAME (handout)

You will be given a TIME-LINE LOG and a copy of DIRECTIONS FOR USING THE TIME-LINE LOG. On the LOG sheet, you will record all transactions, interchanges, and consequences as you travel along your time-line, attempting to cope with your situation. When a situation is resolved, you should begin recording the next situation on a new TIME-LINE LOG.

THE TIME-LINE GAME (handout)

DEFINITIONS FOR THE TIME-LINE GAME

SITUATION types:

*DECISION -- a situation in which the client wants to make a choice between two or more options or alternatives.

*BARRIER -- a situation in which the client knows what he wants to do, but obstacles or barriers stand between him and his goal.

*WORRY -- a situation in which the client sees himself as anxious and unable to control things in his situation.

*PROBLEMATIC -- a situation in which the client sees himself as having nothing he can do, and he has to be satisfied with the way things turn out.

*COMPREHENSION -- a situation in which the client wants to know something, understand, think, comprehend, learn, get facts, or be informed about someone or something.

RESOURCES:

*SELF (yellow) -- the client's own thoughts, attitudes, beliefs.

*FAMILY & FRIENDS (pink) -- people to whom the client may turn in his situation who are personally close to him.

*FORMAL (blue) -- institutional resources which are purposively utilized such as the library, an information and referral service, or the mass media.

*CHANCE (pale green) -- the way in which a client receives information that is not purposively sought, such as chance remarks, something the client happened across in the mass media, etc.

CONSEQUENCES:

*REDEFINITION -- as the client moves through his time-line, the ways in which he views his situation and what he is trying to do in it will change. Early in his time-line, he may see it as a barrier situation, but at a later time, he may see it as a situation in which he must make a decision. REDEFINITION is a change from one way of viewing a situation to another way.

*RESOLUTION -- as the client moves along his time-line, he eventually reaches the point at which he calls his situation "done." For example, RESOLUTION may be reached because a problem has been solved or the client has learned to live with things as they are.

*TRY AGAIN -- if the client doesn't reach the point of RESOLUTION as he goes through successive steps on his time-line, the client must TRY AGAIN. He does this either by returning to the RESOURCE he has just tried or by going to his other RESOURCE.

THE TIME-LINE GAME (handout)

TIME-LINE LOG

Name____________________

Log number ________________

Page number _______________

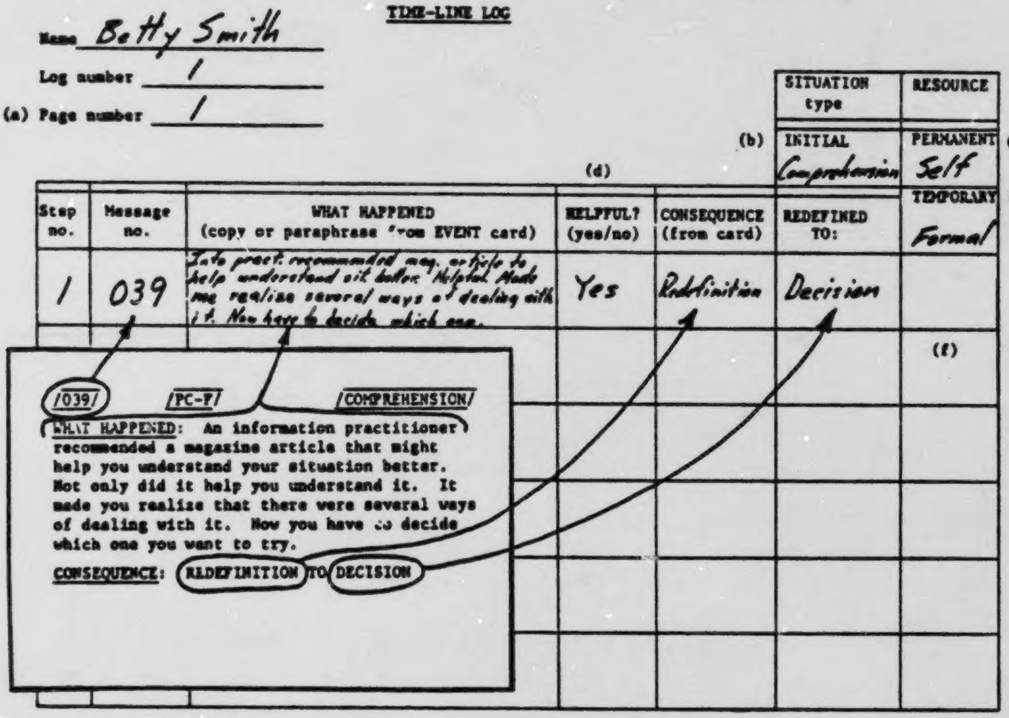
SITUATION type:	RESOURCE:
INITIAL	PERMANENT

Step no.	Message no.	WHAT HAPPENED (copy or paraphrase from EVENT CARD)	HELPFUL? (yes/no)	CONSEQUENCE (from card)	REDEFINED TO:	TEMPORARY

THE TIME-LINE GAME (handout)

DIRECTIONS FOR USING TIME-LINE LOG

- * The purpose of the LOG is to maintain a step-by-step record of the sequence of your time-line as you move through each of your situations to the point of resolution.
- * Below is a sample TIME-LINE sheet demonstrating how you would fill in various entries for the first step of a hypothetical time-line. A sample EVENT CARD, from which the entry information is derived, is also shown.
- * Your TIME-LINE LOG number will remain the same until you draw an EVENT CARD which has RESOLUTION as the CONSEQUENCE.



TIME-LINE LOG

Name Betty Smith
Log number 1
(a) Page number 1

SITUATION type	RESOURCE
(b) INITIAL Comprehension	PERMANENT (c) Self
	TEMPORARY (e) Formal

Step no.	Message no.	WHAT HAPPENED (copy or paraphrase from EVENT card)	HELPFUL? (yes/no) (d)	CONSEQUENCE (from card)	REDEFINED TO:	
1	039	Info pract. recommended mag. article to help understand sit. better. Helpful. Made me realize several ways of dealing with it. Now have to decide which one.	Yes	Redefinition	Decision	
						(f)

/039/ /PC-P/ /COMPREHENSION/

WHAT HAPPENED: An information practitioner recommended a magazine article that might help you understand your situation better. Not only did it help you understand it. It made you realize that there were several ways of dealing with it. Now you have to decide which one you want to try.

CONSEQUENCE: REDEFINITION TO DECISION

(a) This number will usually be a "1", unless you have so many steps on a single time-line that you've filled up your first LOG sheet and have to go to a second page.

(b) The SITUATION CARD you drew at random to begin the time-line.

(c) Your PERMANENT RESOURCE throughout the game.

(d) This column contains your evaluation of whether or not "what happened" was helpful to you, personally, in your situation. Judge each event before you go on to the next step on your time-line.

(e) Your TEMPORARY RESOURCE at the beginning of the time-line.

(f) If, upon REDEFINITION, you decide to trade in your TEMPORARY RESOURCE, enter the new RESOURCE chosen here.

THE TIME-LINE GAME (handout)

ASSISTANTS' DIRECTIONS

* You will be assigned to one of the six game tables. Your general task is to help players in a new and rather complex game, and your facilitating role is an important one for the success of the game. More specifically, you will be:

a) helping players with any confusions or misunderstandings -- please review the game rules and have a copy handy.

b) making sure that players understand the rules as they apply to your table.

c) remembering any poignant, salient, or vivid experiences that occur at your table so that you may share these with the entire group during the discussion session after the game (you may wish to jot down a few notes).

* Before play begins, some of you will be asked to help in distributing necklaces to participants and in helping participants draw their SITUATION CARDS.

a) The participants can choose from among any of the four RESOURCES:

CHANCE = pale green necklace
SELF = yellow necklace
FAMILY & FRIENDS = pink necklace
FORMAL = blue necklace

b) Participants will first choose their PERMANENT RESOURCE, the one that will be available to them throughout the game. This necklace should have a large paper clip on it.

c) Participants will then draw a SITUATION CARD from a bag.

d) Participants will then choose a TEMPORARY RESOURCE on the basis of their situation type or any other criterion. This second necklace should not have a paper clip and can be changed any time the participant's situation is redefined or resolved.

e) Participants should make a record of their PERMANENT and TEMPORARY RESOURCES on their LOG sheets.

/RESOURCE CONTROL ASSISTANT/

* Periodically throughout the game players will come to your table in order to exchange their TEMPORARY RESOURCE for a new one of their choice. All that you need to do to facilitate this exchange is to check their LOG sheets to insure the legality of the exchange. The LOG sheet must either show REDEFINITION as the player's last CONSEQUENCE or be blank

(indicating that the player has just reached RESOLUTION on one time-line and is beginning a new one). Remind players to indicate their new TEMPORARY RESOURCES on their LOG sheets.

* Keep in mind that players may have no more than two necklaces and that their PERMANENT RESOURCE necklace remains with them throughout the game.

/SITUATION CONTROL ASSISTANT/

* Before the game starts, the players will have already drawn their initial SITUATION CARD name tag holders. As the players come to your table, remind them (if necessary) to wear their name tag holders so that their situation type, represented by the SITUATION CARD, is easily visible.

* Periodically players will come to your table to obtain a new SITUATION CARD. They may do this under either of the following two conditions:

a) They have just reached resolution on the time-line they have been working on and are ready to start on a new one. Check their LOG sheet to be sure that RESOLUTION was the consequence of the last EVENT CARD which was drawn. If the player has not turned over his SITUATION CARD to the side which says RESOLVED, remind the player to do so. Give the player another LOG sheet and make sure that it is identified with a number which is 1 greater than the number of the old LOG sheet. Then, allow the player to draw a new SITUATION CARD name tag holder at random from the paper bag, and remind the player to enter it in the INITIAL SITUATION space on his new LOG sheet. Also, remind the player that the beginning of a new time-line is one of the times when the player can legitimately trade in his present TEMPORARY RESOURCE for a new one.

b) Their situation type has just been REDEFINED. Check their LOG sheet to be sure that REDEFINITION was the consequence of the last EVENT CARD which was drawn. Replace the SITUATION CARD in the player's name tag holder with the new SITUATION CARD indicated on the player's LOG sheet. Remind the player that he may now trade in his TEMPORARY RESOURCE for one more appropriate to his new situation type, if he wishes.

* Players will also be picking up additional LOG sheets from you. Check to see if they are starting a new time-line (in which case, of course you'll have to start them out as explained above), or whether they've just run out of space on their present LOG sheet.

THE TIME-LINE GAME (handout)

- * You may need to make additional SITUATION CARDS as the game progresses. Keep in mind that there should be a fairly even distribution of the different SITUATION CARDS in the paper bag at any one time so that each player's draw will be as random as possible.

/RESOURCE ASSISTANTS/

- * Players will come to your table to draw their event cards only if one of the RESOURCE necklaces matches the color of the cards at your table.

- * As each player comes to the head of the line, he will draw one EVENT CARD from the top of the stack which matches the SITUATION CARD in his name tag holder. The player will then enter the information from the EVENT CARD onto his log sheet and place the EVENT CARD on the bottom of the pile from which it was drawn.

- * Your task will be to see that each player not only draws the EVENT CARD from the appropriate stack, but that he returns the EVENT CARD to the bottom of the same stack from which it was drawn.

DISCUSSION SHEET

Your task as a small group is to respond to these questions on the basis of your experience with THE TIME-LINE GAME. Select one of your group to be a recorder and spokesperson to make a report to the group as a whole.

1. What did you learn about situation-facing from this game?

2. While the game is obviously a game was it unrealistic? In what ways was it realistic? unrealistic?

3. The game was designed to illustrate what is known about the realities of situation-facing. From your collective experience with the game, develop 4 or 5 observations or generalizations about situation-facing. These statements might begin: "When people face situations, they..." or "When people use information in situation-facing, they..."

4. Given these observations or generalizations, what implications do you see for the operation and design of information systems?

THE TIME-LINE GAME (handout)

/001/ /R-F/ /BARRIER/

WHAT HAPPENED: You phoned the "call for action" program on TV about your barriar. That same day they not only featured your call, they got around your barrier for you by way of a demonstration.

CONSEQUENCE: RESOLUTION

/002/ /R-F/ /BARRIER/

WHAT HAPPENED: You called the "crisis hot line" on how to break through your barrier, and their suggestion worked the first time you tried it.

CONSEQUENCE: RESOLUTION

/003/ /P-F/ /BARRIER/

WHAT HAPPENED: You wrote a letter to the editor about your situation and the barriers in the way. Four days later, the "reader help" column listed several books which would help you understand why those barriers exist. You got one of those books and read it. Now, you have a better idea of why those kinds of barriers exist, and you are contemplating ways to get around them.

CONSEQUENCE: TRY AGAIN

/004/ /P-F/ /BARRIER/

WHAT HAPPENED: In talking with your information source counselor, you found that there are a lot of other people who have the same barrier. That helped you relax and think more objectively about circumventing your barrier.

CONSEQUENCE: TRY AGAIN

/005/ /N-F/ /BARRIER/

WHAT HAPPENED: You called your expert to check out some of the specialized aspects of the barrier, but he was out of town.

CONSEQUENCE: TRY AGAIN

/006/ /N-F/ /BARRIER/

WHAT HAPPENED: You went to the library to find out how other people have gotten around such barriers, but when you tried to explain it to the librarian, you couldn't because it was too personal.

CONSEQUENCE: TRY AGAIN

/007/ /N-F/ /BARRIER/

WHAT HAPPENED: You checked the paper for your horoscope, but there wasn't a thing in it that was even remotely connected to helping you get around your barrier.

CONSEQUENCE: TRY AGAIN

/008/ /N-F/ /BARRIER/

WHAT HAPPENED: You called your information source to duscuss ways of getting around your barrier, but she just thought you were complaining and tried to calm you down instead of listening.

CONSEQUENCE: TRY AGAIN

/009/ /PC-F/ /BARRIER/

WHAT HAPPENED: When you talked it over with the expert, he explained that your barrier is only a matter of ignorance -- that if you understood what was involved, the barrier would disappear.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

THE TIME-LINE GAME (handout)

/010/ /PC-F/ /BARRIER/

WHAT HAPPENED: When you discussed the barrier with your adviser, he suggested that you'd better get used to the idea that your barrier would be with you a long time, perhaps forever, and that you'd feel much better if you learned to live with it instead of always trying to get around it.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/011/ /PC-F/ /BARRIER/

WHAT HAPPENED: A newspaper article suggested several ways to get around your barrier. Now, you've got to decide which one would be best.

CONSEQUENCE: REDEFINITION TO DECISION

/012/ /NC-F/ /BARRIER/

WHAT HAPPENED: The book you checked out of the library was so full of other things related to your barrier that now you worry that you'll never get around it.

CONSEQUENCE: REDEFINITION TO WORRY

/013/ /NC-F/ /BARRIER/

WHAT HAPPENED: When you talked with the expert, he told you that time is running out and that you've got to overcome this barrier soon or you'll never get anywhere. Now, you're worried about overcoming the barrier in time.

CONSEQUENCE: REDEFINITION TO WORRY

/014/ /NC-F/ /BARRIER/

WHAT HAPPENED: As you talked this over with your professional adviser, you realized that the barrier isn't new and that it would probably always be there -- you'll just have to learn to live with it.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/015/ /NC-F/ /BARRIER/

WHAT HAPPENED: The expert said that there's no way of knowing for sure what's on the other side of the barrier. But, you've got to get around the barrier. Now, you're obsessed with possible "disasters" that await you on the other side of the barrier.

CONSEQUENCE: REDEFINITION TO WORRY

THE TIME-LINE GAME (handout)

/016/ /R-F/ /WORRY/

WHAT HAPPENED: Your information practitioner has helped you realize that the situation you are worried about is not one you can change. You'll just have to learn to live with it, and that's exactly what you will do. It doesn't bother you at all.

CONSEQUENCE: RESOLUTION

/017/ /R-F/ /WORRY/

WHAT HAPPENED: The counselor explained that the situation involved many other people and institutions and that it had nothing to do with your incompetence. You are so relieved with the revelation that the problem has vanished.

CONSEQUENCE: RESOLUTION

/018/ /P-F/ /WORRY/

WHAT HAPPENED: You went to an information practitioner to talk to somebody about your worry. The practitioner listened and seemed to understand. Talking to a sympathetic listener helped you begin to define the situation for yourself.

CONSEQUENCE: TRY AGAIN

/019/ /P-F/ /WORRY/

WHAT HAPPENED: You talked to an information practitioner who has agreed to try to help you with your situation. Even if nothing comes of her offer, you feel some pressure has been removed.

CONSEQUENCE: TRY AGAIN

/020/ /N-F/ /WORRY/

WHAT HAPPENED: You called your counselor to talk about your worry. You found out he had just had a fight with his supervisor and quit.

CONSEQUENCE: TRY AGAIN

/021/ /N-F/ /WORRY/

WHAT HAPPENED: Your worry is really getting to you. You went to talk to your counselor, but she was busy and couldn't see you because you didn't have an appointment.

CONSEQUENCE: TRY AGAIN

/022/ /N-F/ /WORRY/

WHAT HAPPENED: You went to an information practitioner to talk about your situation, but he was eating lunch while you were talking. You don't think he heard a word you said.

CONSEQUENCE: TRY AGAIN

/023/ /N-F/ /WORRY/

WHAT HAPPENED: You went to the counselor for sympathy more than anything else. However, he was so obsessed with the things you could have done to avoid the situation that he kept agonizing you over that. You decided to look for a more sympathetic counselor than the present one.

CONSEQUENCE: TRY AGAIN

/024/ /PC-F/ /WORRY/

WHAT HAPPENED: Your information practitioner points out that there are two possible ways of dealing with your worry and that you could control your situation if you would choose one.

CONSEQUENCE: REDEFINITION TO DECISION

/025/ /PC-F/ /WORRY/

WHAT HAPPENED: After consulting the information practitioner, you learned new approaches to dealing with the situation. Now, what you need to do is assess the options and make a choice.

CONSEQUENCE: REDEFINITION TO DECISION

/026/ /PC-F/ /WORRY/

WHAT HAPPENED: Your information practitioner helped you realize that if you made an effort to learn more about the situation you're worried about and understood it better you would be better able to cope with it. She recommended several books that could help you. You read one and agree that comprehending will probably help you in this situation.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/027/ /NC-F/ /WORRY/

WHAT HAPPENED: After talking with your counselor, you see that your worry situation might be resolved if you would just make up your mind between alternative courses of action. You HATE making decisions--you would rather curl up in a ball and pretend you don't exist--but it looks like you will just have to decide.

CONSEQUENCE: REDEFINITION TO DECISION

/028/ /NC-F/ /WORRY/

WHAT HAPPENED: You wrote to Ann Landers, and she answered your letter! She said your only problem is that there is a barrier that is keeping you from resolving your situation. Unfortunately, she didn't offer any advice on how to get around that barrier, and you have no idea where to begin.

CONSEQUENCE: REDEFINITION TO BARRIER

/029/ /NC-F/ /WORRY/

WHAT HAPPENED: Your information practitioner helped you realize that perhaps the situation you're worried about is beyond your control--you can't do anything about it and will just have to learn to live with it. It's frightening to think that this thing may always be beyond your control.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/030/ /NC-F/ /WORRY/

WHAT HAPPENED: Your information practitioner helped you realize that if you made an effort to learn more about the situation you're worried about and understood it better you would be better able to cope with it. But where will you ever find information that will help you understand? You don't know where to begin looking.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/031/ /R-F/ /COMPREHENSION/

WHAT HAPPENED: A librarian recommended a book that really helped you better understand your situation. You feel that this understanding was all that you needed. Now, the situation is resolved to your satisfaction.

CONSEQUENCE: RESOLUTION

/032/ /R-F/ /COMPREHENSION/

WHAT HAPPENED: Your information practitioner helped you get up close to your situation and look at the details. Now, you feel that you really understand what's going on and that the situation is resolved for you.

CONSEQUENCE: RESOLUTION

/033/ /P-F/ /COMPREHENSION/

WHAT HAPPENED: You thought that the information you needed in order to understand your situation would be hard to find. An information practitioner made you realize that it will be easy to find. You hope that this will make it easier to resolve the situation with a little more help.

CONSEQUENCE: TRY AGAIN

/034/ /P-F/ /COMPREHENSION/

WHAT HAPPENED: While talking to an information practitioner, you came to realize that the situation you thought was hard to get at the heart of is easier than you thought. May be you will be able to resolve it with a little more effort.

CONSEQUENCE: TRY AGAIN

/035/ /N-F/ /COMPREHENSION/

WHAT HAPPENED: You thought you could understand your situation better if you could stand back and get an overall view of it. The information practitioner you talked to wanted you to get up close and look at details. You'll just have to try to find a practitioner who will let you take the perspective you want.

CONSEQUENCE: TRY AGAIN

/036/ /N-F/ /COMPREHENSION/

WHAT HAPPENED: You are trying to understand the reasons and causes of your situation but the counselor you talked to only wanted to discuss ways for resolving it. You'll have to find help another way.

CONSEQUENCE: TRY AGAIN

/037/ /N-F/ /COMPREHENSION/

WHAT HAPPENED: You think that the only way a practitioner can help you understand your situation is if she knows what you are like, how you feel and what you've been through before. This practitioner couldn't care less about your personal characteristics. Maybe someone else will.

CONSEQUENCE: TRY AGAIN

/038/ /N-F/ /COMPREHENSION/

WHAT HAPPENED: You think you could better understand your situation if you could learn someone else's ideas and opinions about it. The counselor you talked to is reluctant to express her own opinion -- she wants to stick to facts. You'll have to look further for the help you want.

CONSEQUENCE: TRY AGAIN

/039/ /PC-F/ /COMPREHENSION/

WHAT HAPPENED: An information practitioner recommended a magazine article that might help you understand your situation better. Not only did it help you understand it, it made you realize that there were several ways of dealing with it. Now you have to decide which one you want to try.

CONSEQUENCE: REDEFINITION TO DECISION

THE TIME-LINE GAME (handout)

/040/ /PC-F/ /COMPREHENSION/

WHAT HAPPENED: You went to an information practitioner to get help understanding your situation. He helped you realize that there is a barrier that is keeping you from resolving that situation. Now, you just have to figure out how to get around that barrier.

CONSEQUENCE: REDEFINITION TO BARRIER

/041/ /PC-F/ /COMPREHENSION/

WHAT HAPPENED: After talking to a practitioner and reading several books and articles that you thought might be helpful, you are beginning to think that you will have to live with the situation because all of the information you got suggests that resolution is impossible.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/042/ /NC-F/ /COMPREHENSION/

WHAT HAPPENED: You thought that if you could just comprehend your situation you would be able to control it. You went to a practitioner for help, and he made you realize that you may never be able to control it--you may just have to live with some uncertainty. Now, you have to learn to cope. This will be hard and take a lot of time and energy. It was easier to think there was hope of control, but what can you do?

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/043/ /NC-F/ /COMPREHENSION/

WHAT HAPPENED: You thought that by getting facts and objective information you could better understand your situation. The information practitioner gave you so much information that now you are totally confused and worried.

CONSEQUENCE: REDEFINITION TO WORRY

/044/ /NC-F/ /COMPREHENSION/

WHAT HAPPENED: You watched a TV program that you thought would give you information about your situation. It did all right--it told you that there is a barrier that you must now get around if you are to resolve it. This will be harder. You were happier not knowing about it.

CONSEQUENCE: REDEFINITION TO BARRIER

/045/ /NC-F/ /COMPREHENSION/

WHAT HAPPENED: You thought you could be satisfied if you only understood your situation. While talking sobut it with your counselor, you came to realize that understanding is not enough. Now you have to make a decision. You'd hoped to have everything resolved by now, but it seems you'll have to take a lot of time getting information on which to base your decision.

CONSEQUENCE: REDEFINITION TO DECISION

THE TIME-LINE GAME (handout)

/046/ /R-F/ /PROBLEMATIC/

WHAT HAPPENED: While talking to an information practitioner about your situation, you realized that, although there is nothing you can do about it, you will be able to live with it. You now feel that the situation is resolved as much as is possible.

CONSEQUENCE: RESOLUTION

/047/ /R-F/ /PROBLEMATIC/

WHAT HAPPENED: You really needed someone to talk to. Your counselor was a very good listener, and now, you feel you can cope with anything. This resolves your situation.

CONSEQUENCE: RESOLUTION

/048/ /P-F/ /PROBLEMATIC/

WHAT HAPPENED: You feel that your counselor really understands what you've been through. Now, you know that it's possible to find someone who understands, and you feel more confident when talking about your problem to strangers.

CONSEQUENCE: TRY AGAIN

/049/ /P-F/ /PROBLEMATIC/

WHAT HAPPENED: You have just read a book about a person who had to cope with a problematic situation like your own. This doesn't make your situation easier. It helps, though, to know others are in the same boat.

CONSEQUENCE: TRY AGAIN

/050/ /N-F/ /PROBLEMATIC/

WHAT HAPPENED: You needed someone to talk to about your situation. The information practitioner kept yawning and looking at his watch. This made you very uncomfortable; therefore, you left before you had finished what you wanted to say.

CONSEQUENCE: TRY AGAIN

/051/ /N-F/ /PEOBLEMATIC/

WHAT HAPPENED: You were trying to explain your situation to a practitioner, but she just didn't understand that your situation is unique. She kept telling you about cases she had handled that she thought were similar, but they didn't seem at all similar to you.

CONSEQUENCE: TRY AGAIN

/052/ /N-F/ /PROBLEMATIC/

WHAT HAPPENED: You really wanted to get someone else's opinion about your situation. The information practitioner said she could only give you objective information.

CONSEQUENCE: TRY AGAIN

/053/ /N-F/ /PROBLEMATIC/

WHAT HAPPENED: You really wanted someone to reassure you that your situation is not that terrible. Instead of giving you this reassurance, the information practitioner kept giving you advice on how to look for solutions.

CONSEQUENCE: TRY AGAIN

/054/ /PC-F/ /PROBLEMATIC/

WHAT HAPPENED: You thought there was nothing you could do about your situation, but after talking to a counselor, you realize that there are a number of things you can do to improve it.

CONSEQUENCE: REDEFINITION TO DECISION

THE TIME-LINE GAME (handout)

/055/ /PC-F/ /PROBLEMATIC/

WHAT HAPPENED: You were resigned to living with your problematic situation, but your counselor suggested you look at it another way. She convinced you that knowing more about your situation might help you.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/056/ /PC-F/ /PROBLEMATIC/

WHAT HAPPENED: You thought there was nothing you could do about your situation. A counselor helped you understand that you could do something about it if you could just get around a barrier. Now, you'll try overcoming that obstacle.

CONSEQUENCE: REDEFINITION TO BARRIER

/057/ /NC-F/ /PROBLEMATIC/

WHAT HAPPENED: You had resigned yourself to the idea that there is nothing you can do about your situation. Now, an information practitioner has made you realize that there are lots of things you can do. It's going to be terribly difficult and time consuming to figure out what course of action is best, but you'll just have to try.

CONSEQUENCE: REDEFINITION TO DECISION

/058/ /NC-F/ /PROBLEMATIC/

WHAT HAPPENED: You had resigned yourself to your situation, but your counselor pointed out that it could be resolved if you could just get around a barrier. Now you're going to have to work hard to get around it, and you don't even know if you'll be successful.

CONSEQUENCE: REDEFINITION TO BARRIER

/059/ /NC-F/ /PROBLEMATIC/

WHAT HAPPENED: You thought things were beyond your control. An information practitioner convinced you that you should be able to control things. Now you are worried because you just can't do it.

CONSEQUENCE: REDEFINITION TO WORRY

/060/ /NC-F/ /PROBLEMATIC/

WHAT HAPPENED: Your counselor suggested a book that would help you cope with your problematic situation. Reading it made you realize that there is a lot you would like to know about it. However, the information may be hard to find, and you don't know where to begin looking.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/061/ /R-F/ /DECISION/

WHAT HAPPENED: The book a librarian recommended to you really helped you to make up your mind. You have chosen a course of action, and now, you feel that your situation is resolved.

CONSEQUENCE: RESOLUTION

/062/ /R-F/ /DECISION/

WHAT HAPPENED: An information practitioner helped you decide what to do. Now that you have made a choice, you feel the situation is resolved.

CONSEQUENCE: RESOLUTION

/063/ /P-F/ /DECISION/

WHAT HAPPENED: While explaining your situation to an information practitioner, you realized that it should be quite easy to come to a decision.

CONSEQUENCE: TRY AGAIN

/064/ /P-F/ /DECISION/

WHAT HAPPENED: A practitioner helped you to realize that several of the alternatives you were considering are not really feasible. You only have to choose from among a few options.

CONSEQUENCE: TRY AGAIN

/065/ /N-F/ /DECISION/

WHAT HAPPENED: You thought your decision was straightforward. Talking to a counselor, though, made you realize that there are other related situations that will be affected by any decision you make.

CONSEQUENCE: TRY AGAIN

/066/ /N-F/ /DECISION/

WHAT HAPPENED: You thought that you were the only person involved in your situation until a practitioner pointed out to you that several other people will be affected by whatever decision you make. That will make it harder for you to decide.

CONSEQUENCE: TRY AGAIN

/067/ /N-F/ /DECISION/

WHAT HAPPENED: You wanted to get up close to your situation and look at the details, but the practitioner insisted that you stand back and look at the overall situation.

CONSEQUENCE: TRY AGAIN

/068/ /N-F/ /DECISION/

WHAT HAPPENED: You thought that by going to an information practitioner for help you would save time and energy. Instead, it has probably taken more time and energy.

CONSEQUENCE: TRY AGAIN

/069/ /PC-F/ /DECISION/

WHAT HAPPENED: You counselor helped you see that your problem isn't that you can't make a decision--there is a barrier that is keeping you from resolving the situation. Now, you can deal with the REAL problem

CONSEQUENCE: REDEFINITION TO BARRIER

/070/ /PC-F/ /DECISION/

WHAT HAPPENED: You thought that if you could just make a decision you could control your situation. A counselor, however, suggested that perhaps you are being unrealistic and there is no way you can control things. You thought about this idea and realized that she's right. Now, you will just have to accept and cope with things as they are.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/071/ /PC-F/ /DECISION/

WHAT HAPPENED: A practitioner showed you that you can't hope to make an intelligent decision without more information. Now, you are going to try to find out just more about the situation.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/072/ /NC-F/ /DECISION/

WHAT HAPPENED: Your counselor keeps bugging you to make a decision. This is making you nervous, and now, you are worried that you can't do anything right.

CONSEQUENCE: REDEFINITION TO WORRY

/073/ /NC-F/ /DECISION/

WHAT HAPPENED: You had just about made up your mind about what to do when you read an article about situations like yours. It made you realize that you had been oversimplifying the situation and that there was really a barrier you had to deal with. You feel that this is a major setback.

CONSEQUENCE: REDEFINITION TO BARRIER

/074/ /NC-F/ /DECISION/

WHAT HAPPENED: Every time you tell a counselor that you've come up with a new option, she tells you why it won't work. You're getting discouraged and think that there's nothing you can do.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/075/ /NC-F/ /DECISION/

WHAT HAPPENED: Your counselor told you that you can't hope to make the right decision without knowing more about the system. You know she's right, but you hate the thought of having to take the time to find out the necessary information. You're not even sure where to begin looking!

CONSEQUENCE: REDEFINITION TO COMPREHENSION

THE TIME-LINE GAME (handout)

/076/ /R-S/ /BARRIER/

WHAT HAPPENED: When you went to bed last night, you couldn't get that barrier out of your mind and had a hard time going to sleep. About 2 o'clock in the morning, you awoke from a fitful sleep and somehow knew how to get around your barrier. You tried it this morning, and it worked.

CONSEQUENCE: RESOLUTION

/077/ /R-S/ /BARRIER/

WHAT HAPPENED: As you were reading over what you'd written in your diary for the past week about the barrier, you connected a few things you hadn't thought about before and figured out how to circumvent the barrier. The outcome proved satisfactory.

CONSEQUENCE: RESOLUTION

/078/ /P-S/ /BARRIER/

WHAT HAPPENED: Today, you were pondering about what went wrong last week when you tried to get around your barrier. Suddenly, it dawned on you how closely the barrier is tied to events of the past -- things that are no longer all that important to you. Now it should be easier to get around the barrier.

CONSEQUENCE: TRY AGAIN

/079/ /P-S/ /BARRIER/

WHAT HAPPENED: You just realized that there aren't as many people involved in your barrier as you had thought. Now, the barrier doesn't seem so large, and you should be able to do something about it.

CONSEQUENCE: TRY AGAIN

/080/ /N-S/ /BARRIER/

WHAT HAPPENED: When you tried to meet your barrier head-on, it backfired. You lost your best friend.

CONSEQUENCE: TRY AGAIN

/081/ /N-S/ /BARRIER/

WHAT HAPPENED: The plan was perfect, and you knew it would work. When you used it to get around your barrier, something you hadn't counted on happened, and you couldn't deal with it.

CONSEQUENCE: TRY AGAIN

/082/ /N-S/ /BARRIER/

WHAT HAPPENED: You thought standing back would give you a fresh perspective from which to approach your barrier, but all it did was to bring in a whole bunch of other things that you hadn't thought of before. Now, it's really confusing.

CONSEQUENCE: TRY AGAIN

/083/ /N-S/ /BARRIER/

WHAT HAPPENED: You thought about talking the barrier over with your friend, but the longer you considered it the more you realized that the barrier is too personal to talk about.

CONSEQUENCE: TRY AGAIN

/084/ /PC-S/ /BARRIER/

WHAT HAPPENED: You finally realized that you would be better off and be a lot more comfortable with yourself if you would just learn to live with the barrier.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

THE TIME-LINE GAME (handout)

/085/ /PC-S/ /BARRIER/

WHAT HAPPENED: After batting your head against that barrier for weeks, you finally decided that it might be helpful to try to understand a little more about yourself before you tackle the barrier again.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/086/ /PC-S/ /BARRIER/

WHAT HAPPENED: You just realized that you've been trying to get around your barrier using the first idea that came along. You have not had much success. Why not sit down and figure out several plans of action and see which one would be best. That's a much more logical approach, and you think you'll do that.

CONSEQUENCE: REDEFINITION TO DECISION

/087/ /NC-S/ /BARRIER/

WHAT HAPPENED: It seems that the only way to get over your barrier will hurt your family, and that's the last thing you want to do. But, you have to decide whether or not to do it.

CONSEQUENCE: REDEFINITION TO DECISION

/088/ /NC-S/ /BARRIER/

WHAT HAPPENED: You just realized that unless you get around your barrier soon your whole career is going to come tumbling down around your ears. Now, you can't do anything except worry about the future.

CONSEQUENCE: REDEFINITION TO WORRY

/089/ /NC-S/ /BARRIER/

WHAT HAPPENED: A new, but not very nice way to get around your barrier just occurred to you. You're sure it will work, but if anyone else finds out, what will they think?

CONSEQUENCE: REDEFINITION TO WORRY

/090/ /NC-S/ /BARRIER/

WHAT HAPPENED: You realized that you have to understand more about the nature of the barrier if you're ever going to get around it, and that will take even more precious time. But, you've got to do it.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

THE TIME-LINE GAME (handout)

/091/ /R-S/ /WORRY/

WHAT HAPPENED: You worried about your situation so long that it finally took care of itself without your having to do anything about it.

CONSEQUENCE: RESOLUTION

/092/ /R-S/ /WORRY/

WHAT HAPPENED: You discovered that you were worrying about something that didn't really exist in the first place.

CONSEQUENCE: RESOLUTION

/093/ /P-S/ /WORRY/

WHAT HAPPENED: You recognize the fact that the longer you worry about your situation the better the chances are that the situation will just take care of itself. So, you just let things sit, expecting the situation to disappear.

CONSEQUENCE: TRY AGAIN

/094/ /P-S/ /WORRY/

WHAT HAPPENED: You know that nobody can get hurt as long as you sit and worry about it without taking any action. That's a comforting thought.

CONSEQUENCE: TRY AGAIN

/095/ /N-S/ /WORRY/

WHAT HAPPENED: You worried about the situation so much and so long that now you have an ulcer -- something else to worry about.

CONSEQUENCE: TRY AGAIN

/096/ /N-S/ /WORRY/

WHAT HAPPENED: You thought that if you worried long enough the situation would disappear, but instead, it got worse.

CONSEQUENCE: TRY AGAIN

/097/ /N-S/ /WORRY/

WHAT HAPPENED: You were so involved in worrying that when an opportunity came to resolve the situation you didn't recognize it until it was too late.

CONSEQUENCE: TRY AGAIN

/098/ /N-S/ /WORRY/

WHAT HAPPENED: You have noticed that your friends are beginning to avoid you because you're so irritable when you worry.

CONSEQUENCE: TRY AGAIN

/099/ /PC-S/ /WORRY/

WHAT HAPPENED: You figured that you'd better stop worrying about your situation and decide what to do. Now, you feel much better about the whole thing.

CONSEQUENCE: REDEFINITION TO DECISION

THE TIME-LINE GAME (handout)

/100/ /PC-S/ /WORRY/

WHAT HAPPENED: You feel that worrying isn't getting you anywhere, so you'll have to learn how to live with it. At least, that's something in a positive direction.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/101/ /PC-S/ /WORRY/

WHAT HAPPENED: Instead of worrying about what others involved in your situation think of you, you think it will help to try to understand the situation from their perspective. It sure feels good to concentrate on someone else's perspective for a change.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/102/ /NC-S/ /WORRY/

WHAT HAPPENED: You realize that time is running out and worrying isn't doing you any good. As much as you absolutely hate to make decisions, you must.

CONSEQUENCE: REDEFINITION TO DECISION

/103/ /NC-S/ /WORRY/

WHAT HAPPENED: Even though you know that living with your situation is going to be miserable, there's nothing else to do, so you make up your mind to endure the situation. It looks like it will last forever.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/104/ /NC-S/ /WORRY/

WHAT HAPPENED: You've waited long enough. No matter how nice it is to stew and worry and get all kinds of sympathy, you feel it's time to change tactics and to try to find out more about what caused the situation, even if it hurts.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/105/ /NC-S/ /WORRY/

WHAT HAPPENED: You've made decisions about this situation before, and the decisions have always gotten you in deeper. You know you'll hate yourself, but decisions just have to be made.

CONSEQUENCE: REDEFINITION TO DECISION

/106/ /R-S/ /COMPREHENSION/

WHAT HAPPENED: You've thought about your situation for a long time, and now, you feel you understand it satisfactorily.

CONSEQUENCE: RESOLUTION

/107/ /R-S/ /COMPREHENSION/

WHAT HAPPENED: You finally managed to put all the pieces together, and you think you know what caused your situation. Now, you are satisfied.

CONSEQUENCE: RESOLUTION

/108/ /P-S/ /COMPREHENSION/

WHAT HAPPENED: You just realized that your situation may be easier to get at the heart of than you thought. This makes it easier to keep trying.

CONSEQUENCE: TRY AGAIN

/109/ /P-S/ /COMPREHENSION/

WHAT HAPPENED: You thought you were dealing with several situations that were interconnected. Now, you see that you really only have to deal with one independent situation. This should be easier to understand.

CONSEQUENCE: TRY AGAIN

/110/ /N-S/ /COMPREHENSION/

WHAT HAPPENED: You thought that you were in this situation alone. Now, you realize that others are involved. This will make it more difficult to understand.

CONSEQUENCE: TRY AGAIN

/111/ /N-S/ /COMPREHENSION/

WHAT HAPPENED: You thought that your situation would be easier to get at the heart of. The more that you think about it the more difficult it becomes. You will have to keep trying.

CONSEQUENCE: TRY AGAIN

/112/ /N-S/ /COMPREHENSION/

WHAT HAPPENED: You thought that you could deal with your situations one at a time. Now, you see that they are all connected. This will take more time and energy than you thought.

CONSEQUENCE: TRY AGAIN

/113/ /N-S/ /COMPREHENSION/

WHAT HAPPENED: Every time that you start to think about your situation you go to sleep. It will never get resolved this way. You have to keep trying.

CONSEQUENCE: TRY AGAIN

/114/ /PC-S/ /COMPREHENSION/

WHAT HAPPENED: While trying to comprehend your situation you came to realize that you may never really understand it. This is a relief, because you were becoming very frustrated about not resolving it. Now, you just have to learn how to live with it. Though that might not be very easy, it should be an improvement.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/115/ /PC-S/ /COMPREHENSION/

WHAT HAPPENED: You have come to realize that there is a barrier you should try to get around first. That should make it easier to understand what's important about your situation.

CONSEQUENCE: REDEFINITION TO BARRIER

/116/ /PC-S/ /COMPREHENSION/

WHAT HAPPENED: You have thought about your situation for a long time. It is becoming clear that you will have to make a decision. Now, you have accepted that fact and feel closer to resolution.

CONSEQUENCE: REDEFINITION TO DECISION

/117/ /NC-S/ /COMPREHENSION/

WHAT HAPPENED: The more that you try to understand your situation the harder it becomes. As a result, you are becoming very frustrated and anxious.

CONSEQUENCE: REDEFINITION TO WORRY

/118/ /NC-S/ /COMPREHENSION/

WHAT HAPPENED: You thought understanding your situation would be enough, but it's not. Now, you realize that you are going to have to make some hard choices.

CONSEQUENCE: REDEFINITION TO DECISION

/119/ /NC-S/ /COMPREHENSION/

WHAT HAPPENED: You thought that you would be able to understand your situation if you just got enough information and thought about it long enough. Now, you're beginning to think that you can never understand it.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/120/ /NC-S/ /COMPREHENSION/

WHAT HAPPENED: You now see that a barrier stands between you and satisfaction. You don't know how you'll get around it.

CONSEQUENCE: REDEFINITION TO BARRIER.

THE TIME-LINE GAME (handout)

/121/ /R-S/ /PROBLEMATIC/

WHAT HAPPENED: While thinking about your problematic situation, you came to realize that there is nothing you can do about it and that you'll just have to live with it. You are now sure that you will be able to do that successfully.

CONSEQUENCE: RESOLUTION

/122/ /R-S/ /PROBLEMATIC/

WHAT HAPPENED: You now realize that no matter what happens you should be able to cope with things. It no longer bothers you to think that some things are beyond your control.

CONSEQUENCE: RESOLUTION

/123/ /P-S/ /PROBLEMATIC/

WHAT HAPPENED: You now see that other people are not involved in this problematic situation. It's easier to know that you are in this alone and that others won't be hurt by it. Now, dealing with it might be easier.

CONSEQUENCE: TRY AGAIN

/124/ /P-S/ /PROBLEMATIC/

WHAT HAPPENED: You realize that this situation is tied in with others. This gives you a better perspective on the problem, and you can continue to try to resolve it.

CONSEQUENCE: TRY AGAIN

/125/ /N-S/ /PROBLEMATIC/

WHAT HAPPENED: You thought that you were alone in this situation, but now, you realize that other people are involved. This complicates things and makes it harder to deal with.

CONSEQUENCE: TRY AGAIN

/126/ /N-S/ /PROBLEMATIC/

WHAT HAPPENED: You realize that this situation is tied in with several other situations and that from now on you can't work on just one at a time. You will have to deal with all of them at once.

CONSEQUENCE: TRY AGAIN

/127/ /N-S/ /PROBLEMATIC/

WHAT HAPPENED: You were able to think up ways to deal with the situation; however, the consequences might prove catastrophic and you dare not take the risk.

CONSEQUENCE: TRY AGAIN

/128/ /N-S/ /PROBLEMATIC/

WHAT HAPPENED: You were resigned to the fact that there is nothing that you can do about the situation, but the more you think about your helplessness the more upset you become.

CONSEQUENCE: TRY AGAIN

/129/ /PC-S/ /PROBLEMATIC/

WHAT HAPPENED: You thought that you would just have to be satisifed with the way things turned out, but now, you realize that you might be able to control the outcome if you knew something about the causes of the situation.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/130/ **/PC-S/** **/PROBLEMATIC/**

WHAT HAPPENED: You now see that there is something you can do about your situation. In fact, there are several options to choose from.

CONSEQUENCE: REDEFINITION TO DECISION

/131/ **/PC-S/** **/PROBLEMATIC/**

WHAT HAPPENED: You now see that you could control your situation if you could just get around the barrier that stands in the way.

CONSEQUENCE: REDEFINITION TO BARRIER

/132/ **/NC-S/** **/PROBLEMATIC/**

WHAT HAPPENED: You have just about resigned yourself to your situation. Since others depend on you, you can't just sit back and take what comes--you'll have to decide what to do. There are several strategies and none of them are easy, but you have to decide on something!

CONSEQUENCE: REDEFINITION TO DECISION

/133/ **/NC-S/** **/PROBLEMATIC/**

WHAT HAPPENED: You now see that this problematic situation is really only one of several related situations. You don't think you can cope with all of them at once, and now, you're really worried.

CONSEQUENCE: REDEFINITION TO WORRY

/134/ **/NC-S/** **/PROBLEMATIC/**

WHAT HAPPENED: You see that if you knew more about it you might be able to control your situation. However, the necessary information is going to be hard to find, and it will take time, which is now running short. You suspect that the effort is not worth it, but you'll give it a try.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/135/ **/NC-S/** **/PROBLEMATIC/**

WHAT HAPPENED: You now see that the situation may not be completely beyond your control, but there are many obstacles between you and a resolution. You don't know if you'll be able to overcome them--it will be hard. You may end up worse off than you are now, but you'll try.

CONSEQUENCE: REDEFINITION TO BARRIER

/136/ /R-S/ /DECISION/

WHAT HAPPENED: After thinking about your options for a long time, you chose one. What a relief to have that over with!

CONSEQUENCE: RESOLUTION

/137/ /R-S/ /DECISION/

WHAT HAPPENED: All of a sudden, everything is clear--you know what you're going to do!

CONSEQUENCE: RESOLUTION

/138/ /P-S/ /DECISION/

WHAT HAPPENED: You thought that any decision you made would negatively affect other people. Now, you see that's not the case.

CONSEQUENCE: TRY AGAIN

/139/ /P-S/ /DECISION/

WHAT HAPPENED: It just occurred to you that you don't have to make up your mind right away--you can take more time to think about what you're going to do. This relieves a lot of pressure.

CONSEQUENCE: TRY AGAIN

/140/ /N-S/ /DECISION/

WHAT HAPPENED: The more that you think about the decision that you have to make, the more complicated it seems.

CONSEQUENCE: TRY AGAIN

/141/ /N-S/ /DECISION/

WHAT HAPPENED: You thought that it would be easy to find information that would help you. Now, you see that it will be very difficult.

CONSEQUENCE: TRY AGAIN

/142/ /N-S/ /DECISION/

WHAT HAPPENED: You thought that you had made some progress toward a decision. But, realizing how crucial your decision would be for others was quite a set back.

CONSEQUENCE: TRY AGAIN

/143/ /N-S/ /DECISION/

WHAT HAPPENED: You thought that the decision would be a simple one, until you stood back to get some perspective on the situation and discovered how complex it really was.

CONSEQUENCE: TRY AGAIN

/144/ /PC-S/ /DECISION/

WHAT HAPPENED: You've tried to think of every possible option open to you, but each time you think through the consequences of an option, you come up against the same barrier. Now, you see that the real problem is the barrier. You are not going to waste any more time looking for alternatives. You are going to deal with the barrier directly.

CONSEQUENCE: REDEFINITION TO BARRIER

/145/ /PC-S/ /DECISION/ **WHAT HAPPENED:** You just realized that you have been approaching this whole situation wrong. No decision on your part is going to resolve it. You will just have to learn to take what comes. **CONSEQUENCE:** REDEFINITION TO PROBLEMATIC	/146/ /PC-S/ /DECISION/ **WHAT HAPPENED:** You've been trying to make a decision without first really understanding just what the situation is. You now see that the first thing you should do is to make personal sense out of the situation. **CONSEQUENCE:** REDEFINITION TO COMPREHENSION	/147/ /NC-S/ /DECISION/ **WHAT HAPPENED:** You want to make a decision, but you are just not motivated to do anything. This lack of motivation has become a real barrier. **CONSEQUENCE:** REDEFINITION TO BARRIER
/148/ /NC-S/ /DECISION/ **WHAT HAPPENED:** You have so many alternatives to choose from that it's getting on your nerves. Instead of making a decision, you just get more anxious. **CONSEQUENCE:** REDEFINITION TO WORRY	/149/ /NC-S/ /DECISION/ **WHAT HAPPENED:** None of your alternatives are satisfactory, but it's worse to think that you may not be able to do anything at all. Unfortunately, it's beginning to look like that is the case. **CONSEQUENCE:** REDEFINITION TO PROBLEMATIC	/150/ /NC-S/ /DECISION/ **WHAT HAPPENED:** The more that you think about your decision the more you realize that you just don't understand what is going on. You feel you'd better try to figure that out first, no matter how long it takes. **CONSEQUENCE:** REDEFINITION TO COMPREHENSION

THE TIME-LINE GAME (handout)

/151/ /R-FF/ /BARRIER/

WHAT HAPPENED: You were explaining your barrier to your friend. Your friend made a very simple suggestion on how to overcome the barrier that you hadn't thought of before. You tried it, and it worked.

CONSEQUENCE: RESOLUTION

/152/ /R-FF/ /BARRIER/

WHAT HAPPENED: Last week, you talked over your barrier with your family and asked for their help. They've been working with you all week, and finally, you've found a way around the barrier.

CONSEQUENCE: RESOLUTION

/153/ /P-FF/ /BARRIER/

WHAT HAPPENED: You went to your friend and complained about your barrier. What a relief just to unload on someone you trust! Now, you feel much better and more able to cope.

CONSEQUENCE: TRY AGAIN

/154/ /P-FF/ /BARRIER/

WHAT HAPPENED: In talking your barrier over with your family, they insisted that you be more explicit. In doing so and trying to get them to understand, you now see your barrier more clearly.

CONSEQUENCE: TRY AGAIN

/155/ /N-FF/ /BARRIER/

WHAT HAPPENED: You talked your barrier over with your friend who went and told some of the people who are involved in the barrier. Now, the situation is worse than ever.

CONSEQUENCE: TRY AGAIN

/156/ /N-FF/ /BARRIER/

WHAT HAPPENED: When you tried to explain to your friend about your barrier, your friend just didn't seem to understand. How depressing!

CONSEQUENCE: TRY AGAIN

/157/ /N-FF/ /BARRIER/

WHAT HAPPENED: You tried to explain about the barrier to your family, because they're involved in the barrier themselves. You were criticizing them and got mad. Now, things are worse than ever before.

CONSEQUENCE: TRY AGAIN

/158/ /N-FF/ /BARRIER/

WHAT HAPPENED: You asked your friend's help, but you couldn't be very explicit because the situation is so personal. Then, your friend began nagging you about details which you didn't want to reveal, so you told him to buzz off. Scratch one friend.

CONSEQUENCE: TRY AGAIN

/159/ /PC-FF/ /BARRIER/

WHAT HAPPENED: Your friend suggested that your barrier is only a matter of ignorance -- that if you understood what was involved the barrier would be easy to overcome. That sounded like a good idea. Now, you're going to try to understand things better.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

THE TIME-LINE GAME (handout)

/160/ /PC-FF/ /BARRIER/

WHAT HAPPENED: When you discussed the barrier with your family, they seemed to think that it was impossible to get around it and advised you to learn to live with it. It sounded like good advice, especially since they are willing to help you adjust.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/161/ /PC-FF/ /BARRIER/

WHAT HAPPENED: In discussing the barrier with your family, they came up with several options to get around the barrier. Now, it's just a matter of deciding which way to go. At least that is some progress.

CONSEQUENCE: REDEFINITION TO DECISION

/162/ /NC-FF/ /BARRIER/

WHAT HAPPENED: When you talked the barrier over with your family, they brought up many other aspects that you hadn't considered before. Now, you worry that you'll never get around it.

CONSEQUENCE: REDEFINITION TO WORRY

/163/ /NC-FF/ /BARRIER/

WHAT HAPPENED: In talking the barrier over with your friend, she pointed out how many other people were involved in the varrier and that someone was bound to be hurt no matter how you get around it. Now, you have to worry about who might be hurt.

CONSEQUENCE: REDEFINITION TO WORRY

/164/ /NC-FF/ /BARRIER/

WHAT HAPPENED: Your family pointed out to you that banging your head against the barrier is just a way of procrastinating and putting off making a decision about how to overcome the varrier. You know they're right. You have to do it, but making decisions takes so much out of you -- you just hate it!

CONSEQUENCE: REDEFINITION TO DECISION

/165/ /NC-FF/ /BARRIER/

WHAT HAPPENED: When you discussed your barrier with your friend, he very perceptively pointed out that you'll have to understand yourself better before you can tackle the barrier and hope for any success. You know he's right, but it's always so uncomfortable to try to look into onself.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/166/ /R-FF/ /WORRY/

WHAT HAPPENED: You talked over your worries with your family. They helped you to see that the situation wasn't important enough to worry about in the first place.

CONSEQUENCE: RESOLUTION

/167/ /R-FF/ /WORRY/

WHAT HAPPENED: After talking your worry over with your friend, he stepped in where you feared to tread and straightened things out for you.

CONSEQUENCE: RESOLUTION

/168/ /P-FF/ /WORRY/

WHAT HAPPENED: Your friend pointed out that standing back to gain perspective would probably ease your worry. His suggestion worked like a charm -- seeing things more clearly really eases things.

CONSEQUENCE: TRY AGAIN

/169/ /P-FF/ /WORRY/

WHAT HAPPENED: In discussing your worry with your family, they listened with an open mind and agreed with the way you viewed the situation. That confirmation cut down some of your uncertainty. At least now, you feel confident that you're worrying about the right things.

CONSEQUENCE: TRY AGAIN

/170/ /N-FF/ /WORRY/

WHAT HAPPENED: When you explained your worry to your family, they tried to give you all kinds of advice that wasn't at all appropriate to the situation. You wish you'd never brought it up. What do they know!

CONSEQUENCE: TRY AGAIN

/171/ /N-FF/ /WORRY/

WHAT HAPPENED: After you explained the source of your worry to your friend, he butted in and tried to help. You know he meant well, but he sure screwed things up. Now, you've got twice as much to worry about.

CONSEQUENCE: TRY AGAIN

/172/ /N-FF/ /WORRY/

WHAT HAPPENED: While you were trying to explain your worry to your family, they stopped you right in the middle and began making suggestions. They didn't even hear you through.

CONSEQUENCE: TRY AGAIN

/173/ /N-FF/ /WORRY/

WHAT HAPPENED: You had a hard time being explicit in explaining your worry to your friend because she's directly involved in the situation. When she asked you to be more explicit, you became even more obtuse because it confused you.

CONSEQUENCE: TRY AGAIN

/174/ /PC-FF/ /WORRY/

WHAT HAPPENED: After hearing you lay out your worry, your friend suggested that it's time to stop worrying and to start doing. She said that the only thing that would get your anywhere is to decide which way you want to go. Her advice always makes good sense, so you'll follow it.

CONSEQUENCE: REDEFINITION TO DECISION

THE TIME-LINE GAME (handout)

/175/ /PC-FF/ /WORRY/

WHAT HAPPENED: After hearing you through, your family pointed out the barrier that underlies your worry. Now, you have something concrete to deal with. What a relief!

CONSEQUENCE: REDEFINITION TO BARRIER

/176/ /PC-FF/ /WORRY/

WHAT HAPPENED: When you explained your worries to your family, they convinced you that you'd be better off if you realized that the situation isn't likely to change in the near future and that you would probably be more comfortable if you accepted that fact and learned to live with it.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/177/ /NC-FF/ /WORRY/

WHAT HAPPENED: As long as you kept the worry to yourself, you remained in control of the situation, but you told your friend about it. You cannot tell what might happen. Now, you've got to figure out what your friend might do.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/178/ /NC-FF/ /WORRY/

WHAT HAPPENED: You discussed your worry with your family, but you're not sure how they interpreted what you said. Trying to figure out their feelings on the matter has really complicated things.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/179/ /NC-FF/ /WORRY/

WHAT HAPPENED: When you talked your worry over with your friend, he said you'd have to make a decision sooner or later. You know he's right, but you also know that any decision you make is going to hurt someone -- that's why you've put it off so long.

CONSEQUENCE: REDEFINITION TO DECISION

/180/ /NC-FF/ /WORRY/

WHAT HAPPENED: You went to your family and explained your worries to them. They misunderstood and thought you were complaining. Now, everyone is mad at you. This made you realize that you better do something or soon no one will be speaking to you. You have to decide what to do.

CONSEQUENCE: REDEFINITION TO DECISION

/181/ /R-FF/ /COMPREHENSION/

WHAT HAPPENED: YOur friend was able to help you sort out the mess you were in, and for the first time, you realized that the problem was more your imagination than anything else. You are satisfied that the problem no longer exists.

CONSEQUENCE: RESOLUTION

/182/ /R-FF/ /COMPREHENSION/

WHAT HAPPENED: Your family explained that they didn't really mind what you did. You gave off a sigh of relief, because everything worked out OK.

CONSEQUENCE: RESOLUTION

/183/ /P-FF/ /COMPREHENSION/

WHAT HAPPENED: Your friend pointed out that your situation actually involved another person and what you need to do is to find out how that "other" person views the situation.

CONSEQUENCE: TRY AGAIN

/184/ /P-FF/ /COMPREHENSION/

WHAT HAPPENED: Your friend, who had a similar experience, agreed that you were taking the right approach and that all you need is a little faith and perseverence. Now that you have gotten somepositive reinforcement, you are going to try again.

CONSEQUENCE: TRY AGAIN

/185/ /N-FF/ /COMPREHENSION/

WHAT HAPPENED: When you asked your family what you should do next, they focused instead on what you should have done to avoid the situation in the first place. You know that you will have to seek further for help.

CONSEQUENCE: TRY AGAIN

/186/ /N-FF/ /COMPREHENSION/

WHAT HAPPENED: When you turned to your friend for advice, he demanded so much detail that you found it hard to cope. You decided to give him up for better help from other sources.

CONSEQUENCE: TRY AGAIN

/187/ /N-FF/ /COMPREHENSION/

WHAT HAPPENED: The solution that your family members offered did not really suit your "style." You decided to look for other alternatives that can offer you "resolution with style."

CONSEQUENCE: TRY AGAIN

/188/ /N-FF/ /COMPREHENSION/

WHAT HAPPENED: When you sought advice from your friend as to how you should go about doing things, he went so far above your head that you regret asking him. You decided to find help from someone else.

CONSEQUENCE: TRY AGAIN

/189/ /PC-FF/ /COMPREHENSION/

WHAT HAPPENED: Now that you have found out where your friend stands on the issue, you need to determine whether or not to adopt her stand or adhere to your own.

CONSEQUENCE: REDEFINITION TO DECISION

THE TIME-LINE GAME (handout)

/190/ /PC-FF/ /COMPREHENSION/

WHAT HAPPENED: Your friend pointed out that the whole key to the solution is to untangle the red tape. You know that would be energy absorbing, but you decide to go ahead anyway.

CONSEQUENCE: REDEFINITION TO BARRIER

/191/ /PC-FF/ /COMPREHENSION/

WHAT HAPPENED: After going through it with the friends involved in the same situation, you realized that the trouble stemmed from disagreement. You respect diversity in viewpoints and decide to learn to live with it.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/192/ /NC-FF/ /COMPREHENSION/

WHAT HAPPENED: While trying to sound out the feelings of your family over the solution you came up with, they got so heated over each other's reaction that you couldn't calm them down. Now, they are not speaking to each other, and you have no idea how you can help ease the situation.

CONSEQUENCE: REDEFINITION TO WORRY

/193/ /NC-FF/ /COMPREHENSION/

WHAT HAPPENED: You tried to seek a more objective view of the situation from your friend. However, he got so absorbed in pointing out how the situation was related to past and future events that you wound up utterly confused. You have no idea what you should do next.

CONSEQUENCE: REDEFINITION TO WORRY

/194/ /NC-FF/ /COMPREHENSION/

WHAT HAPPENED: When you consulted your family about possible tactics for dealing with the situation, each person was able to come up with at least one solution. Knowing that each will feel bad if his idea is not adopted, you have difficulty in deciding which to use.

CONSEQUENCE: REDEFINITION TO DECISION

/195/ /NC-FF/ /COMPREHENSION/

WHAT HAPPENED: After going through the situation with your friend, you discovered that the fault lies more with the institution's policy than anything else. You know that there is nothing you can do about it, and you feel very bad about your helplessness.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

THE TIME-LINE GAME (handout)

/196/ /R-FF/ /PROBLEMATIC/

WHAT HAPPENED: While talking to a friend about your situation, you realized that there is no reason why you should feel bad about not being in control of things -- everyone feels that way at one time or another. Now, you feel that the situation is resolved for you because you can live with uncertainity.

CONSEQUENCE: RESOLUTION

/197/ /R-FF/ /PROBLEMATIC/

WHAT HAPPENED: Your friend told you that she also feels that aspects of her life are beyond her control, but she doesn't let it bother her -- she's learned to live with it. You now consider your situation satisfactorily resolved. If she can live with uncertainty, so can you.

CONSEQUENCE: RESOLUTION

/198/ /P-FF/ /PROBLEMATIC/

WHAT HAPPENED: You thought your situation was irresolvable, but when you discussed it with a friend, it appeared that the situation could be dealt with.

CONSEQUENCE: TRY AGAIN

/199/ /P-FF/ /PROBLEMATIC/

WHAT HAPPENED: You thought that you had to deal with several related problems at once, but a friend helped you to see that they are really independent of one another and can be dealt with one at a time. This should make things easier.

CONSEQUENCE: TRY AGAIN

/200/ /N-FF/ /PROBLEMATIC/

WHAT HAPPENED: You complained to a friend about your lack of control over your situation. All he did was laugh.

CONSEQUENCE: TRY AGAIN

/201/ /N-FF/ /PROBLEMATIC/

WHAT HAPPENED: You thought that it would be easy to get at the heart of your problem if you talked it over with your friend, but when you did, the problem only became more complex.

CONSEQUENCE: TRY AGAIN

/202/ /N-FF/ /PROBLEMATIC/

WHAT HAPPENED: You went to a friend to talk about your situation hoping that she could help you make personal sense out of it. She had no idea what you were talking about.

CONSEQUENCE: TRY AGAIN

/203/ /N-FF/ /PROBLEMATIC/

WHAT HAPPENED: You've been trying to call your mother for hours to talk about your situation, but the line has been busy the whole time.

CONSEQUENCE: TRY AGAIN

/204/ /PC-FF/ /PROBLEMATIC/

WHAT HAPPENED: Your friend asked you several questions about your situation that you couldn't answer. This made you think that perhaps more information about certain aspects of it would help you cope with it better.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

THE TIME-LINE GAME (handout)

/205/ /PC-FF/ /PROBLEMATIC/

WHAT HAPPENED: Your spouse pointed out to you that you don't have to sit back and accept whatever comes your way -- there are several ways you could actually shape events. You think that she may be right.

CONSEQUENCE: REDEFINITION TO DECISION

/206/ /PC-FF/ /PROBLEMATIC/

WHAT HAPPENED: In discussing your lack of control over the situation with your friend, he pointed out that it's not really a lack of control, but just a barrier standing in your way. It's something concrete that you can get around.

CONSEQUENCE: REDEFINITION TO BARRIER

/207/ /NC-FF/ /PROBLEMATIC/

WHAT HAPPENED: Your friend helped you realize that there are several ways you might be able to change your situation. Now, you have to make a hard choice, and all of the options are scary.

CONSEQUENCE: REDEFINITION TO DECISION

/208/ /NC-FF/ /PROBLEMATIC/

WHAT HAPPENED: Your sister made you realize that you aren't helpless -- you're just ignorant. It hurts to admit it, but she's right.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/209/ /NC-FF/ /PROBLEMATIC/

WHAT HAPPENED: Your best friend told you she was tired of listening to your complaints. Now, you're worried because she is mad at you.

CONSEQUENCE: REDEFINITION TO WORRY

/210/ /NC-FF/ /PROBLEMATIC/

WHAT HAPPENED: As you were describing your situation to a friend, you realized that it was much harder to get at the heart of than you thought. Since you were obviously confused, your friend suggested that you try to learn what had caused your situation and what might happen in the future. You know that this might be helpful, but you don't know where you'll find the time or energy.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

THE TIME-LINE GAME (handout)

/211/ /R-FF/ /DECISION/

WHAT HAPPENED: A friend helped you choose an alternative. Now, the situation is resolved.

CONSEQUENCE: RESOLUTION

/212/ /R-FF/ /DECISION/

WHAT HAPPENED: Your spouse suggested an alternative that you hadn't thought of. You are sure that it is the best one.

CONSEQUENCE: RESOLUTION

/213/ /P-FF/ /DECISION/

WHAT HAPPENED: A friend pointed out that one of the options that you are considering is not a very good idea. This narrows the field and will make your decision easier.

CONSEQUENCE: TRY AGAIN

/214/ /P-FF/ /DECISION/

WHAT HAPPENED: You talked with your friends about ways which you might adopt for dealing with your problem. They came up with an alternative which you had never thought of before. This appeared to be the best option you had, but you decided you are going to evaluate all available options before you make the choice.

CONSEQUENCE: TRY AGAIN

/215/ /N-FF/ /DECISION/

WHAT HAPPENED: Your friend said that you should just go ahead and make up your mind -- she's tired of listening to you complain about your situation. She just doesn't understand how hard it is!

CONSEQUENCE: TRY AGAIN

/216/ /N-FF/ /DECISION/

WHAT HAPPENED: You tried to talk to a friend about your situation, but she kept changing the subject.

CONSEQUENCE: TRY AGAIN

/217/ /N-FF/ /DECISION/

WHAT HAPPENED: Every time your friend has a problem he comes to you for help. Now, when you could really use some advice, he only wants to talk about himself and his problem.

CONSEQUENCE: TRY AGAIN

/218/ /N-FF/ /DECISION/

WHAT HAPPENED: Hoping they would help you narrow things down, you explained the available options to your family. All they did was nag you about making a decision without even listening to your explanation.

CONSEQUENCE: TRY AGAIN

/219/ /PC-FF/ /DECISION/

WHAT HAPPENED: You were telling a friend about your situation. As you talked, you realized that there is a barrier that you must overcome first. Now, things seem clearer.

CONSEQUENCE: REDEFINITION TO BARRIER

THE TIME-LINE GAME (handout)

/220/ /PC-FF/ /DECISION/

WHAT HAPPENED: You compared the pros and cons, and still, you couldn't decide. A friend said she thought you were being too rational about it. She said a good emotional worrying jag would give you some relief and a fresh start. You think she's right.

CONSEQUENCE: REDEFINITION TO WORRY

/221/ /PC-FF/ /DECISION/

WHAT HAPPENED: A friend suggested that you look at your situation from another perspective. This opened up all kinds of questions in your mind. Now, you feel that if you can get some more information you will really be on top of your situation.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/222/ /NC-FF/ /DECISION/

WHAT HAPPENED: Your friends keep telling you not to make a decision until you've fully developed the pros and cons of the alternatives that are before you. You don't want to spend the time and effort for a full understanding of every alternative, but you know they're right.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/223/ /NC-FF/ /DECISION/

WHAT HAPPENED: Your family keeps nagging at you to make a decision. They are really getting on your nerves. They've got you so frustrated now that you're in no frame of mind to make an important decision.

CONSEQUENCE: REDEFINITION TO WORRY

/224/ /NC-FF/ /DECISION/

WHAT HAPPENED: Your friend told you that you just can't hope to resolve your situation by your own decision, because things are actually beyond your control. You think he is right, but this really bothers you.

CONSEQUENCE: REDEFINITION TO WORRY

/225/ /NC-FF/ /DECISION/

WHAT HAPPENED: Each time you talk with your friends about the decision you have to make, they're less and less willing to listen to you. You're beginning to think that they're losing respect for you because you can't decide what to do. You can't help worrying about it.

CONSEQUENCE: REDEFINITION TO WORRY

THE TIME-LINE GAME (handout)

/226/ /R-C/ /BARRIER/

WHAT HAPPENED: As you were driving to the store yesterday, there just happened to be a special program on the car radio dealing with the kind of barrier you're facing. The lady on the program described how she got around her barrier. It sounded sensible. You tried it, and it worked.

CONSEQUENCE: RESOLUTION

/227/ /R-C/ /BARRIER/

WHAT HAPPENED: You were talking with your friend the other day about something completely unrelated when something he said clicked and suggested how to get around that barrier that's been bothering you. You tried it, and it worked.

CONSEQUENCE: RESOLUTION

/228/ /P-C/ /BARRIER/

WHAT HAPPENED: You were looking through the newspaper the other day when an article concerning your barrier caught your eye. Apparently, a lot of other people have the same king of barrier, or they wouldn't write about it in the paper. That's comfoting to know -- you thought you were all alone with your barrier.

CONSEQUENCE: TRY AGAIN

/229/ /P-C/ /BARRIER/

WHAT HAPPENED: The movie that you saw last night showed how the hero circumvented a barrier just like yours. That gave you encouragement even though his situation was somewhat different.

CONSEQUENCE: TRY AGAIN

/230/ /N-C/ /BARRIER/

WHAT HAPPENED: The movie on TV last night had a hero who was faced with the same kind of barrier that you're facing. He was able to overcome it with ease because it was written into the script that way. What a fakey deal. Real life is so depressing.

CONSEQUENCE: TRY AGAIN

/231/ /N-C/ /BARRIER/

WHAT HAPPENED: Your horoscope yesterday said that it was the day to overcome barriers. Like a fool, you figured that you might as well have a go at that barrier that has been bothering you. When you tried to get around it, it just backfired in your face. Damned horoscope.

CONSEQUENCE: TRY AGAIN

/232/ /N-C/ /BARRIER/

WHAT HAPPENED: Yesterday in a half-awake/half-asleep stage, the perfect way to get around your barrier just popped into your mind. You told yourself to remember it, but when you woke up this morning, you'd lost it completely. How frustrating!

CONSEQUENCE: TRY AGAIN

/233/ /N-C/ /BARRIER/

WHAT HAPPENED: You were talking with a friend yesterday when she described how she got around a barrier similar to yours. She had to step on a few people to do it. You sometimes wish you could be that calculating and callous, but you just can't. You wonder if you'll ever get over that barrier.

CONSEQUENCE: TRY AGAIN

/234/ /PC-C/ /BARRIER/

WHAT HAPPENED: You just happened to catch a TV program the other night that suggested several options for overcoming obstacles such as your own. Now that you've begun thinking about your situation in terms of a decision, you've developed several more alternatives on your own. You feel you're getting somewhere.

CONSEQUENCE: REDEFINITION TO DECISION

THE TIME-LINE GAME (handout)

/235/ /PC-C/ /BARRIER/

WHAT HAPPENED: While you were talking with your friend, something she said made you realize that your barrier is so small that you might be able to live with it and hardly ever notice it at all.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/236/ /PC-C/ /BARRIER/

WHAT HAPPENED: As you were reading a novel the other day, you discovered that one of the situations in the novel dealt with a universal cause of barriers such as the one you're presently facing. Trying to understand the causes is probably the best way to get around this barrier.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/237/ /NC-C/ /BARRIER/

WHAT HAPPENED: As you were eating breakfast with your family this morning, something was said at the table which makes you think that the family knows about your barrier, but you're not sure. You worried about it all day. Now, the worry is uppermost in your mind.

CONSEQUENCE: REDEFINITION TO WORRY

/238/ /NC-C/ /BARRIER/

WHAT HAPPENED: While you were waiting for your interview, you overheard the way the information specialist bitched about the clients he had to see. The information specialist is supposed to help you get around your barrier, but now, you're worried that he doesn't really care. What next!

CONSEQUENCE: REDEFINITION TO WORRY

/239/ /NC-C/ /BARRIER/

WHAT HAPPENED: You don't know how you'll make it if you have to live with your barrier the rest of your life, but that's what your friend said when he noticed how troubled you were the other day. You couldn't endure that, but you guess you must.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/240/ /NC-C/ /BARRIER/

WHAT HAPPENED: The last time that you tried to get around your barrier you noticed, for the first time, how many things depended on your surmounting it. Ever since then, you've been afraid to do anything for fear that whatever you do will be wrong. All you can seem to do now is worry. That is accomplishing nothing.

CONSEQUENCE: REDEFINITION TO WORRY

THE TIME-LINE GAME (handout)

/241/ /R-C/ /WORRY/

WHAT HAPPENED: While you were worrying about your situation, it cleared up all by itself.

CONSEQUENCE: RESOLUTION

/242/ /R-C/ /WORRY/

WHAT HAPPENED: A friend of yours happened to notice how distracted you were and asked you what was the matter. As you were explaining your worry to him, you suddenly realized that it was a false worry -- that your situation wasn't anything to worry about after all.

CONSEQUENCE: RESOLUTION

/243/ /P-C/ /WORRY/

WHAT HAPPENED: You were watching TV when they happened to have a documentary that showed how everybody worries -- that worrying is just natural for the human being. It made you feel better to know that you weren't the only person in the world with worries.

CONSEQUENCE: TRY AGAIN

/244/ /P-C/ /WORRY/

WHAT HAPPENED: You ran into a friend unexpectedly. When he said "How are you?", you unloaded your worry -- just laid yourself bare. It sure is good to have a friend who will listen.

CONSEQUENCE: TRY AGAIN

/245/ /N-C/ /WORRY/

WHAT HAPPENED: As you were walking down the street, you happened to see a man who looked so carefree it turned your stomach. What right has he to have no worries at all? Now, you're completely depressed!

CONSEQUENCE: TRY AGAIN

/246/ /N-C/ /WORRY/

WHAT HAPPENED: Your situation has been so worrisome that it has been driving you to distraction. You overheard a conversation on the bus about someone who worried themselves into a mental collapse. That sure didn't do a thing for your frame of mind!

CONSEQUENCE: TRY AGAIN

/247/ /N-C/ /WORRY/

WHAT HAPPENED: Your best friend happened to remark about how much weight you'd lost lately. Her comment made you realize that you've been so worried that you haven't been eating sometimes. Now, you've got your health to worry about on top of everything else.

CONSEQUENCE: TRY AGAIN

/248/ /N-C/ /WORRY/

WHAT HAPPENED: You were visiting your folks when you noticed how haggard your mother appeared. When you mentioned her appearance and asked if she was OK, she replied that the way she looks now is the natural result of years of worry. Have you got that to look forward to? How depressing! But, you can't just stop worrying.

CONSEQUENCE: TRY AGAIN

/249/ /PC-C/ /WORRY/

WHAT HAPPENED: It just flashed across your mind that worrying doesn't get you out of your situation. It just mires you in deeper. You've got to decide what to do. Now, you feel that you might get somewhere.

CONSEQUENCE: REDEFINITION TO DECISION

THE TIME-LINE GAME (handout)

/250/ /PC-C/ /WORRY/ WHAT HAPPENED: As you walked in the house today, you just happened to catch one line of the soap opera which was on TV that really struck you: "You'll just have to learn to live with it." The more you thought about it, the more sensible that advice sounded. At least, you can move on to other things instead of worrying about one situation all the time. CONSEQUENCE: REDEFINITION TO PROBLEMATIC	/251/ /PC-C/ /WORRY/ WHAT HAPPENED: You suddenly remembered a line from some forgotten play: "What to do? What to do?" That line seemed to describe your state of worry exactly, but it also implied a choice of things to do. You recognize the wisdom in developing some options and making a decision. There's even some comfort in that recognition. CONSEQUENCE: REDEFINITION TO DECISION	/252/ /NC-C/ /WORRY/ WHAT HAPPENED: You ran across an article in a magazine that sounded like it dealt with the causes of your situation. You read completely through the darn thing trying to understand how your situation came about, and it didn't help much. But now, you feel that it would be better for you to learn more about your situation. CONSEQUENCE: REDEFINITION TO COMPREHENSION
/253/ /NC-C/ /WORRY/ WHAT HAPPENED: You suddenly remember your father's advice, "Don't get too close to the situation, always try to stand back and get some perspective." You decided to adopt the stand back approach, but it bombed. You figure that might be due to your lack of understanding of the situation, and you decide to pursue that. CONSEQUENCE: REDEFINITION TO COMPREHENSION	/254/ /NC-C/ /WORRY/ WHAT HAPPENED: Something happened that made you realize that there isn't much time left and that worrying about it just won't help at all. No matter how much you hate to make decision, you've just got to do it. CONSEQUENCE: REDEFINITION TO DECISION	/255/ /NC-C/ /WORRY/ WHAT HAPPENED: You recalled the old adage: "We only fear what we don't know." That's not really true, you think, because if you found out who was really responsible for your situation, you suspect it would be your best friend. Even if it hurts, you figure you'd better find out who's at the bottom of your dilemma. CONSEQUENCE: REDEFINITION TO COMPREHENSION

/256/ /R-C/ /COMPREHENSION/

WHAT HAPPENED: You were chatting with a friend about nothing in particular when something she said clicked, and you understood the important things concerning your situation that you'd been trying to get a handle on for weeks.

CONSEQUENCE: RESOLUTION

/257/ /R-C/ /COMPREHENSION/

WHAT HAPPENED: You went to bed last night trying to figure out how you got yourself into your situation, and when you awoke this morning, you knew.

CONSEQUENCE: RESOLUTION

/258/ /P-C/ /COMPREHENSION/

WHAT HAPPENED: Your neighbor came over to complain about how hard it is to understand what goes on in the world of human beings. Although she talked your ear off, there was some comfort in knowing that others also have a difficult time understanding their own situations.

CONSEQUENCE: TRY AGAIN

/259/ /P-C/ /COMPREHENSION/

WHAT HAPPENED: On TV last night, you saw a movie in which the heroine kept trying to understand something inexplicable under circumstances in which any normal person would have gone nuts. That gave you the courage to keep on trying -- there's got to be a reasonable answer.

CONSEQUENCE: TRY AGAIN

/260/ /N-C/ /COMPREHENSION/

WHAT HAPPENED: You remembered from a book that you once read that some famous scientist finally grasped the meaning of a problem only after he had been working on it for 35 years. Then, noting that you're far from a scientist and don't have anywhere near that kind of perseverance, you dispair of ever comprehending the important elements of your situation.

CONSEQUENCE: TRY AGAIN

/261/ /N-C/ /COMPREHENSION/

WHAT HAPPENED: In that movie you saw last night, everyone always understood what was going on no matter how difficult their situation was. What a bunch fiction -- that's Hollywood for you. You wish that you'd never seen that movie. It pointed out how difficult understanding is in the real world.

CONSEQUENCE: TRY AGAIN

/262/ /N-C/ /COMPREHENSION/

WHAT HAPPENED: The last time you couldn't figure out who else was involved in your situation, you just sat back and waited to see who would ask about your situation. You tried the same thing again, but it backfired. The person you accused of being involved actually had nothing to do with it. Now, you still don't know, and on top of that, you've lost a friend.

CONSEQUENCE: TRY AGAIN

/263/ /N-C/ /COMPREHENSION/

WHAT HAPPENED: You were looking through the newspaper the other day when you spotted an article dealing with what it is you're trying to understand. But, the article was so full of jargon that you don't know any more now than you started.

CONSEQUENCE: TRY AGAIN

/264/ /PC-C/ /COMPREHENSION/

WHAT HAPPENED: You've been trying with the old adage "Look before you leap." This has been your impetus for continuing to try to understand your situation before doing anything. You tried reversing it to "Leap before you look," and that makes a kind of sense too. At least, you'd be doing some thing! You know what your movement choices are -- all you have to do now is to decide.

CONSEQUENCE: REDEFINITION TO DECISION

/265/ /PC-C/ /COMPREHENSION/

WHAT HAPPENED: You had just advised your friend that the problem he's encountered isn't something which is going to go away and that he'll just have to learn to live with it, and then, you realized that'd be good advice for yourself. You'll feel a lot better if you make up your mind about the fact that you'll never understand how you got into this situation and accept it for what it is.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/266/ /PC-C/ /COMPREHENSION/

WHAT HAPPENED: It just occurred to you that the reason that you can't figure out what events led to your situation is that there's some sort of barrier blinding you to preceding events. A detour to get around that barrier would probably save time in the long run.

CONSEQUENCE: REDEFINITION TO BARRIER

/267/ /NC-C/ /COMPREHENSION/

WHAT HAPPENED: You've been trying to understand the situation for years, but still, you don't have any idea what's at the bottom of it. You guess you'll just have to live with it, even if that does mean admitting defeat.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/268/ /NC-C/ /COMPREHENSION/

WHAT HAPPENED: The time pressure became too great, and you had to give up trying to understand all the possible outcomes of any action you might take and do something. However, the thing you tried was a bummer and got you even deeper into trouble. Now, you've got to make another choice.

CONSEQUENCE: REDEFINITION TO DECISION

/269/ /NC-C/ /COMPREHENSION/

WHAT HAPPENED: From the look your boss gave you this morning, you suspect that your future career is tied to whether or not you can catch on to the procedures. Now, you're so worried that you can't even think about trying to understand those procedures.

CONSEQUENCE: REDEFINITION TO DECISION

/270/ /NC-C/ /COMPREHENSION/

WHAT HAPPENED: You overheard a friend saying that you must be really stupid if you can't understand your situation. Now, you are worried that other people are talking about you and saying you are stupid.

CONSEQUENCE: REDEFINITION TO WORRY

THE TIME-LINE GAME (handout)

/271/ /R-C/ /PROBLEMATIC/

WHAT HAPPENED: While waiting in line at the grocery store, you picked up a magazine that had an article in it by someone in a situation similar to yours. It made you realize everyone feels the same way at some time. Now, you feel that the situation is resolved.

CONSEQUENCE: RESOLUTION

/272/ /R-C/ /PROBLEMATIC/

WHAT HAPPENED: You started watching soap operas to avoid thinking about your problem. They made you realize that some people are much worse off than you are and that your situation is minor. Now, you feel that you have things in perspective and can deal with them.

CONSEQUENCE: RESOLUTION

/273/ /P-C/ /PROBLEMATIC/

WHAT HAPPENED: You overheard a conversation on a bus that made you think you might be better able to cope if you would just relax.

CONSEQUENCE: TRY AGAIN

/274/ /P-C/ /PROBLEMATIC/

WHAT HAPPENED: The President has just announced a blueprint for the ways through which he hopes to solve problems similar to the one you have. This brought the hope that with patience and faith your problem might be solved some day.

CONSEQUENCE: TRY AGAIN

/275/ /N-C/ /PROBLEMATIC/

WHAT HAPPENED: You happened to see a movie in which the hero has to deal with a situation just like yours. But, it was easy for him because he's Robert Redford. You're not, and now, you're more depressed than ever.

CONSEQUENCE: TRY AGAIN

/276/ /N-C/ /PROBLEMATIC/

WHAT HAPPENED: You heard two people in a restaurant talking about how easy it is to be in complete control of one's own fate. Then, a waiter spilled a bowl of soup in your lap. A lot they know about control!

CONSEQUENCE: TRY AGAIN

/277/ /N-C/ /PROBLEMATIC/

WHAT HAPPENED: You happened to hear the name of an agency that sounded like it could help you gain control over your problem. You wrote down the name but the dog ate the paper napkin that it was written on.

CONSEQUENCE: TRY AGAIN

/278/ /N-C/ /PROBLEMATIC/

WHAT HAPPENED: From the evening news, you learned of a possible approach through which you might solve your problem. However, the consequences might prove disastrous. You are not ready to take the risk.

CONSEQUENCE: TRY AGAIN

/279/ /PC-C/ /PROBLEMATIC/

WHAT HAPPENED: Just as things were looking their bleakest, you happened to see a TV program that dealt with situations similar to yours. It made you realize that there are several ways to deal with it. With some options to choose from, things look more promising.

CONSEQUENCE: REDEFINITION TO DECISION

THE TIME-LINE GAME (handout)

/280/ /PC-C/ /PROBLEMATIC/

WHAT HAPPENED: Today, DEAR ABBY answered a letter that sounded as though it could have been written by you. She said that all you have to do is get around the people who are standing in your way.

CONSEQUENCE: REDEFINITION TO BARRIER

/281/ /PC-C/ /PROBLEMATIC/

WHAT HAPPENED: Today while driving to work, you listened to a radio talk program that featured a psychologist. He said that sometimes it is useful to be worried and anxious. You had been trying to resign yourself to your situation to avoid feeling out of control. Now, you see you have a right to worry, and you feel better.

CONSEQUENCE: REDEFINITION TO WORRY

/282/ /NC-C/ /PROBLEMATIC/

WHAT HAPPENED: You overheard two of your co-workers talking about you. They said that they just couldn't stand it if you kept complaining about your problems. You had no idea that they felt that way, and now, you're worried about what people think of you.

CONSEQUENCE: REDEFINITION TO WORRY

/283/ /NC-C/ /PROBLEMATIC/

WHAT HAPPENED: Your favorite TV program was pre-empted by a special program that dealt with problems like yours. It made you realize that to gain control you are going to have to make some very tough decisions and that there is no quarantee that you will be better off after making them. But, make them you must.

CONSEQUENCE: REDEFINITION TO DECISION

/284/ /NC-C/ /PROBLEMATIC/

WHAT HAPPENED: You just ran into an old friend you hadn't seen in a while. After a few drinks, you told him about your problem. He said that it sounded as though you were in more trouble than you realized because several obstacles you hadn't noticed were in the way. He's right.

CONSEQUENCE: REDEFINITION TO BARRIER

/285/ /NC-C/ /PROBLEMATIC/

WHAT HAPPENED: You heard a psychologist on the radio describe a situation like yours as "very serious." You hadn't thought that it was that bad, and now, you are worried that it may be worse than you thought.

CONSEQUENCE: REDEFINITION TO WORRY

/286/ /R-C/ /DECISION/

WHAT HAPPENED: You were weighing which of two equally mediocre options to choose when you received word that a third option was available that had most of what you wanted in both of the earlier two. You wasted no time in taking the third option!

CONSEQUENCE: RESOLUTION

/287/ /R-C/ /DECISION/

WHAT HAPPENED: You had identified the top two choices, but you were having difficulty deciding between the two. You told a friend about them. In hearing yourself talk about them, you realized that you prefered one over the other. You made the choice, and it worked.

CONSEQUENCE: RESOLUTION

/288/ /P-C/ /DECISION/

WHAT HAPPENED: You knew that there were several ways that you could approach the situation. But since you had no prior experience with this particular type of situation, you didn't know which approach to use. You were ready to flip a coin when something that you overheard gave you clues about how to handle it.

CONSEQUENCE: TRY AGAIN

/289/ /P-C/ /DECISION/

WHAT HAPPENED: Your friend, who is a necessary part of one of the options from which you must choose, dropped by and said he couldn't help. That should make the decision easier. Now, there are only two alternatives from which to choose.

CONSEQUENCE: TRY AGAIN

/290/ /N-C/ /DECISION/

WHAT HAPPENED: You narrowed your choice down to three possibilities, one of which you strongly favored. You were just about to decide on your favored option when a news announcement eliminated that option as a possibility.

CONSEQUENCE: TRY AGAIN

/291/ /N-C/ /DECISION/

WHAT HAPPENED: You were trying to decide what to do when you happened upon an opinion of a reputable source that seemed relevant to your situation. You acted accordingly, but it didn't work. Now, you're right back where you started.

CONSEQUENCE: TRY AGAIN

/292/ /N-C/ /DECISION/

WHAT HAPPENED: You had a hard time making a choice between the two options you had. After reading the evening paper, it appears that you can approach the situation from another perspective. This means that you have more alternatives than you ever wish to handle. That doesn't help you a bit in making the decision.

CONSEQUENCE: TRY AGAIN

/293/ /N-C/ /DECISION/

WHAT HAPPENED: You are all set to make a decision. While walking along and debating your options, a black cat crosses your path! You *know* that it is bad luck to make a decision on such a day.

CONSEQUENCE: TRY AGAIN

/294/ /PC-C/ /DECISION/

WHAT HAPPENED: You are trying to decide between options for handling a problem that you have. You happened to mention this to your neighbor. She sees the problem much differently than you. Perhaps it would be helpful to find out more about the problem and ways of looking at it.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

THE TIME-LINE GAME (handout)

/295/ /PC-C/ /DECISION/

WHAT HAPPENED: You feel you have to decide on what to do or the situation will get worse. By chance, you are delayed from doing anything, and the problem doesn't get worse. When you do have the opportunity to try to do something, you find nothing works. You now have a problematic situation, but at least you know that it won't get worse.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

/296/ /PC-C/ /DECISION/

WHAT HAPPENED: You have to make a decision about how to handle something. A friend happens to hear about your dilemma and offers a suggestion. You try it, and the situation only gets more complicated and serious. Now, you are worried, but at least in the process, your friend is involved and supportive.

CONSEQUENCE: REDEFINITION TO WORRY

/297/ /NC-C/ /DECISION/

WHAT HAPPENED: Your situation demands an instant decision; however when you proceed to weighing the available options, all the information you had gathered about them was gone. Now, you have to start afresh and find the necessary information before you can make the choice.

CONSEQUENCE: REDEFINITION TO COMPREHENSION

/298/ /NC-C/ /DECISION/

WHAT HAPPENED: You are trying to decide how to handle a situation. You see how a similar situation is dealt with on a television program and decide to try that approach. It only half works, and what's worse, you are blocked from pursuing that solution further.

CONSEQUENCE: REDEFINITION TO BARRIER

/299/ /NC-C/ /DECISION/

WHAT HAPPENED: You have to decide how to handle a problem. You have narrowed the options down to the two best ones. You mention it to someone who reacts as if you don't even understand the problem. Now, you're worried about your own ability to understand.

CONSEQUENCE: REDEFINITION TO WORRY

/300/ /NC-C/ /DECISION/

WHAT HAPPENED: Things are not going as well as they could: your solutions just don't work! Finally, it dawns on you that there is nothing you really can do. You are just going to have to give up and accept things as they are.

CONSEQUENCE: REDEFINITION TO PROBLEMATIC

MODULE #5: AN AGENDA FOR CHANGE

Rationale: The Phase II study found that information practitioners were generally not using the client-in-situation approach and did not cope well with many of its concepts. Of all the attributes of clients-in-situations, the practitioners indicated they were best able to cope with only that subset which suggests that they are using normative, information-transfer approaches rather than situational, communication-based approaches.

Purpose: THE PURPOSE OF THIS MODULE IS:
a) PROVIDE THE PARTICIPANTS WITH AN AWARENESS OF A COHERENT RATIONALE FOR THE CLIENT-IN-SITUATION APPROACH;
b) GIVE PARTICIPANTS A WORKING FAMILIARITY WITH CLIENT-IN-SITUATION VOCABULARY;
c) PROVIDE PARTICIPANTS AN OPPORTUNITY TO IDENTIFY TRAINING NEEDS AND SET THE TRAINING AGENDA.

References: This module draws on both the Phase I and Phase II reports, particularly the Executive Summaries: in Phase I, pages 21-80; in Phase II, pages 11-52. For support of the notion that practitioners do not cope with many client-in-situation concepts, see pages 397-404 in the Phase II report. This module also incorporates the client-in-situation attribute checklist used as a basic data collection instrument in Phase II. See Appendix B of that report.

No. of participants:
Any number

Estimated time for module:
2 hours, individual study
1 hour, workshop session

Instructional style:
Individual paper & pencil exercise
Small group discussion
Full group discussion

Room arrangement:
Standard (see Chapter II)

Supplies needed:
- INSTRUCTIONS: one copy per particpant
- ATTRIBUTES OF CLIENTS-IN-SITUATIONS CHECKLIST: one copy per participant
- THE URBAN INFORMATION NEEDS PROJECT SYNOPSIS: one copy per participant
- PERSONAL RESPONSE SHEET: one copy per participant
- DISCUSSION SHEET: one copy per participant

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- * NEWSPRINT SHEETS: two per small group
- * BROAD-TIPPED BLACK FELT PENS: one per small group

Attached handouts:
INSTRUCTIONS (one page)
ATTRIBUTES OF CLIENTS-IN-SITUATIONS CHECKLIST (20 pages)
THE URBAN INFORMATION NEEDS PROJECT SYNOPSIS (14 pages)
PERSONAL RESPONSE SHEET (one page)
DISCUSSION SHEET (one page)

Advance preparation:
Duplicate handouts listed above.

Directions: (Estimated times are indicated in parentheses.)

1. Pass out a packet of materials to each participant including the four handouts: INSTRUCTIONS, ATTRIBUTES OF CLIENTS-IN-SITUATIONS CHECKLIST, THE URBAN INFORMATION NEEDS PROJECT SYNOPSIS, and PERSONAL RESPONSE SHEET. Pass out the materials in that order. Explain to participants that they will have at least 2 hours of individual study time to read and react to these materials. (120)

2. When participants reconvene, handout the DISCUSSION SHEET and form small groups of 4-6 persons each. Give each group two pieces of newsprint and a broad-tipped felt pen. (30)

3. Reconvene the large group for reports. Have each group post its newsprint sheet before the reports begin. Deal with the first question on the DISCUSSION SHEET, "What...client-in-situation concepts are most important to you as a practitioner?" Have each group present one concept avoiding repetitions of earlier points. Continue the presentations round robin until all points are exhausted. (13)

4. Next, deal with the second question on the DISCUSSION SHEET, "In what areas do practitioners most need training in order to implement the client-in-situation approach?" Use the same presentation format. (13)

5. At the end of the presentations, indicate to participants that they have essentially designed an agenda for training and that their newsprint sheets will remain posted as training continues. If it is not possible to keep newsprint sheets posted, it would be helpful to prepare a handout with all the points. (4)

Logic of module: The purpose of this module is primarily concept development and vocabulary building. Other, earlier modules attempt to provide a persuasive underpinning that a new approach -- the client-in-

AN AGENDA FOR CHANGE (continued)

situation approach -- is needed. This module provides a coherent rationale for that approach and allows the participants to gain a working familiarity with the vocabulary involved. The module also allows each participant to locate himself in terms of his strengths for dealing with the new approach. The module, thus, prepares the participant for involvement in other exercises which assume these awarenesses. An additional outcome of this module is the participants' involvement in defining the focus of the training. The modules that follow can veer, as needed, to the emphases established here. Workshop leaders may wish to correlate the training version of the ATTRIBUTES OF CLIENT-IN-SITUATIONS CHECKLIST used in this module to the one used in the Phase II report. In the Phase II report, each attribute was assigned a unique number. This is also true for the training version. However, the two sets of numbers differ because the attributes were reorganized for more meaningful training. The following table presents the conversion:

Attribute #		Attribute #		Attribute #	
Phase II Report	This module	Phase II Report	This module	Phase II Report	This module
1	96	28	87	55	23
2	97	29	88	56	24
3	98	30	89	57	25
4	99	31	90	58	26
5	100	32	91	59	27
6	101	33	1	60	28
7	102	34	2	61	29
8	103	35	3	62	30
9	104	36	4	63	31
10	105	37	5	64	32
11	106	38	6	65	33
12	107	39	7	66	34
13	108	40	8	67	35
14	109	41	9	68	36
15	110	42	10	69	37
16	111	43	11	70	38
17	112	44	12	71	77
18	113	45	13	72	78
19	114	46	14	73	39
20	115	47	15	74	40
21	61	48	16	75	41
22	62	49	17	76	42
23	63	50	18	77	43
24	83	51	19	78	44
25	84	52	20	79	45
26	85	53	21	80	46
27	86	54	22	81	47

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Attribute #		Attribute #		
Phase II Report	This module	Phase II Report	This module	
82	48	100	80	
83	49	101	81	
84	50	102	82	
85	51	103	64	
86	52	104	65	
87	53	105	66	
88	54	106	67	
89	55	107	68	
90	56	108	69	
91	57	109	70	
92	58	110	71	
93	59	111	72	
94	60	112	73	
95	92	113	74	
96	93	114	75	
97	94	115	76	
98	95			
99	79			

AN AGENDA FOR CHANGE (handout)

INSTRUCTIONS

This packet of materials includes, in addition to this instruction sheet, three handouts:

- ATTRIBUTES OF CLIENTS-IN-SITUATIONS CHECKLIST
- THE URBAN INFORMATION NEEDS PROJECT SYNOPSIS
- PERSONAL RESPONSE SHEET

You will now be given at least 2 hours of individual work time to read and respond to these materials. Please complete the work in the order listed below.

Step #1: READ AND RESPOND TO THE ATTRIBUTES CHECKLIST

This CHECKLIST enumerates various attributes of clients-in-situations. These attributes describe the different ways in which clients see, understand, and deal with troublesome situations. They also describe the various approaches to using "information" in that situation-facing process. They are attributes that cannot be predicted in advance of the client-practitioner interaction but must be elicited at the time of contact. Some of the attributes will be familiar to you; others will not be. Some of the time they are apparent from what a client first says; others must be obtained by questionning. Your task is to:

a) Read through the entire CHECKLIST once.
b) Read through the CHECKLIST a second time. This time, stop at each attribute and ask yourself: "Do I have enough experience and ability right now to train another practitioner to deal with this attribute of clients-in-situations? How confident am I of my experience and ability?"

To the left of the CHECKLIST is a column headed "YOUR SELF RATING." In the blank next to each attribute, rate yourself on that attribute. Your ratings can range from 0 (meaning you have no confidence of your ability) to 10 (meaning you are very confident of your ability). Use any of the numbers between 0 and 10. The purpose of this rating is to provide you with a self-inventory. You will not be asked to reveal any of your ratings.

Step #2: READ THE PROJECT SYNOPSIS

This SYNOPSIS reports briefly on a two-phase project in which the client-in-situation approach was developed. Keep your CHECKLIST handy as you read it, relating the CHECKLIST attributes to the SYNOPSIS.

Step #3: ANSWER THE PERSONAL RESPONSE SHEET

When you return to the workshop session you will be using your answers on this sheet in small group discussions.

AN AGENDA FOR CHANGE (handout)

ATTRIBUTES OF CLIENTS-IN-SITUATIONS CHECKLIST

YOUR
SELF
RATING

When a client in a situation comes to a practitioner, we can identify a number of attributes that the practitioner could usefully attend to. In the checklist below, the attributes have been organized into attribute classes to make coping with the large number of attributes easier. In addition, the attributes have been arranged along a narrative line to provide a coherent perspective of the attributes from the viewpoint of a client-in-a-situation.

Picture an individual -- a prospective client -- moving through his own time-space, his own life. As he moves through time and space, he has purposes. Sometimes he finds his purposes blocked or not readily apparent. For whatever reason, he finds that he cannot move ahead in a straight, unharried line.

/CLIENT SITUATION TYPE/

He may feel he has to make a decision, get around a barrier, cope with a worry, live with a problematic situation, get informed. Clients differ in what they are trying to do in their situations.

	1) Make a decision	Some clients want to make a choice between two or more options or alternatives.
	2) Get around a barrier	Some clients know what they want to do but obstacles or barriers stand between them and their goals.
	3) Cope with a worry	Some clients see themselves as anxious and unable to control things in their situations.
	4) Live with a problematic situation	Some clients see themselves in situations where there is nothing they can do and they have to be satisfied with the way things turn out.

AN AGENDA FOR CHANGE (handout)

/CLIENT SITUATION TYPE/ continued

YOUR SELF RATING		
____	5) Get informed	Some clients see themselves in situations where they want to know something, understand, think, comprehend, learn, get facts, or be informed about someone or something.

/SOCIAL EMBEDDEDNESS/

No matter what the individual is trying to do, he must do it in the context of his situation. One aspect of that context is social embeddedness. He may find himself in a situation where he sees himself as alone. Or, there may be one or more individuals or groups involved in his situation.

____	6) No others	Some clients see themselves as alone; their situations do not involve contact with other people or groups.
____	7) One or two others	Some clients see themselves as involved in their situations with one or two others (individuals or groups).
____	8) Three or more others	Some clients see themselves as involved in their situations with three or more others (individuals or groups).

/SITUATION EMBEDDEDNESS/

Another aspect of the context of the situation is situation embeddedness. The client may find himself in a situation which he sees as being tied in with a lot of other situations, past and possibly future. Or, he may find himself in an isolated situation which just cropped up and has no possible future consequences.

____	9) Independent	Some clients see the situations they bring to you as having no connection or tie to other situations.
____	10) Tied in with other situations	Some clients see the situations they bring to you as being tied in with or connected to at least one other situation.

AN AGENDA FOR CHANGE (handout)

YOUR SELF RATING

/PERCEPTUAL EMBEDDEDNESS/

A third aspect of the context of the situation is perceptual embeddedness. The client may find himself in a situation which he finds easy to get at the heart of or one that is hard to get at the heart of.

____	11) Easy to get at the heart of	Some clients see the situations they bring to you as easy to get at the heart of.
____	12) Hard to get at the heart of	Some clients see the situations they bring to you as hard to get at the heart of.

/PREFERRED PERSPECTIVE/

At any given time, the individual will have his own unique way of looking at the situation. Of all the possible things about the situation that he could theoretically pay attention to, he will attend to those aspects that are meaningful to him and his definition of the situation. For example, he will have his own preferred way of looking at the situation. He may want to stand back from it to get perspective. Or, he may want to get up close and pay attention to details. Or, he may find a need to do both.

____	13) Stand back	Some clients want to stand back and get an overall view of situations they bring to you.
____	14) Get up close	Some clients want to get up close and examine details in situations they bring to you.
____	15) Both stand back/get up close	Some clients want to take both perspectives for situations they bring to you.

/ORIENTATIONAL STATE/

Another aspect of the client's way of looking at his situation is what he pays attention to. He may pay attention primarily to himself -- his external self or his internal self. Or, he may pay attention primarily to the external or internal states of one or more others. Or, he may pay attention primarily to non-human objects or conditions. Or, he may pay attention to any combination of these.

AN AGENDA FOR CHANGE (handout)

/ORIENTATIONAL STATE/ continued

YOUR SELF RATING		
____	16) Internal self	When some clients bring their situations to you, they want to focus on their own internal states (e.g. emotions, beliefs, thoughts).
____	17) External self	When some clients bring their situations to you, they want to focus on their own external states (e.g. own observable actions, behaviors, or qualities).
____	18) Internal other	When some clients bring their situations to you, they want to focus on the internal states (e.g. emotions, beliefs, thoughts) of other people.
____	19) External other	When some clients bring their situations to you, they want to focus on the external states (e.g. observable actions, behaviors, or qualities) of others.
____	20) Non-human objects or conditions	When some clients bring their situations to you, they want to focus on non-human objects or conditions.

/SITUATION-FACING TACTICS/

As the client moves through the situation, he will use one or more strategies that make sense to him for facing the situation. He will implement these strategies with one or more situation-facing tactics. He may face the situation by directing and pointing (doing things), by connecting to others (making contact with people), by stopping (procrastinating, retreating), by agreeing or continuing (going in an already established direction), by repeating (doing something over again in the same way it was done before). Or, he may move through his situation by responding to the demands of others or events. Thus, he may be directed, be connected with, be stopped, be agreed with, or be made to repeat. He will use these tactics in combinations, as he moves through the situation.

AN AGENDA FOR CHANGE (handout)

YOUR SELF RATING	/SITUATIONAL-FACING TACTICS/ continued	
____	21) By directing or pointing	In the process of facing their situations, some clients direct their own behavior, at least once -- actively do something, make decisions, seek information, or secure resources or services.
____	22) By connecting to others	In the process of facing their situations, some clients make contact with at least one other person, including informal contacts (e.g. friends) and formal contacts (e.g. agencies).
____	23) By stopping	In the process of facing their situations, some clients stop themselves at least once -- procrastinate, retreat from something, express dislike, see no possible moves to make or see too many moves to make.
____	24) By continuing/agreeing/giving in	In the process of facing their situations, some clients continue at least once -- they have been pointed in a direction and continue in that direction either because they like the direction or because they give in to someone or because they agree with someone.
____	25) By repeating	In the process of facing their situations, some clients repeat something at least once -- they do something over again.
____	26) By being directed or pointed	In the process of facing their situations, some clients are directed or pointed by someone else at least once -- they receive orders, information, advice, service, or suggestions.

AN AGENDA FOR CHANGE (handout)

/SITUATION-FACING TACTICS/ continued

YOUR SELF RATING		
____	27) By being connected by others	In the process of facing their situations, some clients are contacted at least once by another person (formal or informal contact) in relation to their situation.
____	28) By being stopped	In the process of facing their situations, some clients are stopped at least once by something or someone -- health, malfunctioning machines, fearful situations, or being disagreed with or disliked.
____	29) By being agreed with	In the process of facing their situations, some clients receive an agreement from someone at least once.
____	30) By being made to repeat	In the process of facing their situations, some clients are made to repeat something or do something over again by someone or something else at least once.

/SITUATION-FACING STRATEGIES/

He may use an interpersonal strategy (talking to others), a decisioning strategy (comparing two or more alternatives), a cognitive strategy (trying to understand something or inform himself), a getting-someone-to-help strategy (asking someone for help, seeking a professional), or an emotional strategy (getting angry). Or, he may use some combination of these.

____	31) Interpersonal strategy	When some clients bring their situations to you, they prefer to use an interpersonal approach -- complain to someone, find someone who agrees with them, or talk to someone.

AN AGENDA FOR CHANGE (handout)

/SITUATION-FACING STRATEGIES/ continued

YOUR SELF RATING		
____	32) Decisioning strategy	When some clients bring their situations to you, they prefer to use a decisioning approach -- try out a possible solution, eliminate an approach, compare at least two alternatives.
____	33) Cognitive strategy	When some clients bring their situations to you, they prefer to use a cognitive approach -- spend time reading or thinking or change their view of their situation.
____	34) Getting-someone-to-help strategy	When some clients bring their situations to you, they prefer to use the getting-someone-to-help approach -- ask someone what to do or ask someone for help.
____	35) Emotional strategy	When some clients bring their situations to you, they prefer to use an emotional approach -- they get emotional or angry and are unable to put their situations out of mind.

/AMOUNT OF INFORMATION SEEKING/

The very fact that the individual is in a troublesome situation, that he can't continue to move unharried and unstopped through time and space, probably means that he has a need to inform himself. This does not mean that he will necessarily seek objective information. It does mean that he has one or more questions and that the answers to these questions are what will help him make personal sense in his unique situation. He may do no explicit information seeking at all. Or, he may seek one piece of information or two or more.

AN AGENDA FOR CHANGE (handout)

YOUR SELF RATING		
	/AMOUNT OF INFORMATION SEEKING/ continued	
____	36) None	When they bring their situations to you, some clients do not want to learn, find out, or come to understand anything.
____	37) 1-2 information things	When they bring their situations to you, some clients want to learn, find out, or come to understand 1-2 things.
____	38) 3 or more information things	When they bring their situations to you, some clients want to learn, find out, or come to understand 3 or more things.

/INFORMATION TYPES/
He may seek INFORMATION$_1$ (objective information); INFORMATION$_2$ (personal sense); INFORMATION$_3$ (information on the procedures for finding either INFORMATION$_1$ or INFORMATION$_2$ or for getting from INFORMATION$_1$ to INFORMATION$_2$ or vice versa).

____	39) INFORMATION$_1$	When they bring their situations to you, some clients try to find out objective information, facts, data.
____	40) INFORMATION$_2$	When they bring their situations to you, some clients try to reorganize or change their own internal information (understanding, perspective, own motives and feelings).
____	41) INFORMATION$_3$	When they bring their situations to you, some clients try to find information about how to find either INFORMATION$_1$ or INFORMATION$_2$ (how to find specific data, how to ask the right questions, how to think, how to learn, how to get a new way of thinking).

AN AGENDA FOR CHANGE (handout)

YOUR SELF RATING

/INFORMATION QUESTIONS/

When he has questions to which he needs answers so he can make sense, the kinds of questions will vary depending on his situation. He may want to assess the situation or system he is in, to learn options or alternatives, to locate himself or others in time and space, to learn reasons and causes, to learn the ideas of others, or to learn procedures.

YOUR SELF RATING		
___	42) To assess the situation/ system	When they bring their situations to you, some clients try to learn about the situation or system -- what resources are available, what are the laws and rules, what is the structure of the system, who else is involved, how others and self are involved, or how well the system works.
___	43) To learn options, alternatives	When they bring their situation to you, some clients already have goals and want to learn about possible options and comparisons of options, about their own priorities, or about the "best" options.
___	44) To locate in time and space	When they bring their situations to you, some clients are concerned with timing and location considerations -- when and where to do things, what the future will be like, when and where others did things.
___	45) To learn reasons and causes	When they bring their situations to you, some clients are concerned with underlying reasons, causes, motives, and history -- why things happen, what others felt in past, and what past experience is a useful guide.

AN AGENDA FOR CHANGE (handout)

YOUR SELF RATING		
	/INFORMATION QUESTIONS/ continued	
______	46) To learn ideas of others	When they bring their situations to you, some clients want to get the ideas, opinions, or agreements of others -- what others think or want, whether others agree.
______	47) To learn procedures	When they bring their situations to you, some clients want procedures for dealing with their situations -- how to get through the system, how to implement a solution, how to balance and compromise, what strategy to use, what information to find.
	/EASE OF INFORMATION FINDING/ The client may find information easy, hard, or impossible to find.	
______	48) Easy to find information	Some clients see the information they seek in the situations they bring to you as easy to find.
______	49) Hard to find information	Some clients see the information they seek in the situations they bring to you as hard to find.
______	50) Impossible to find information	Some clients see the information they seek in the situations they bring to you as impossible to find.
	/HELPING INFORMATION UTILITIES/ When the individual finds something he calls information, he will assess it in terms that make sense to him. The utilities he finds in information are as unique to him as his definition of the situation. He may evaluate information in terms of whether it helps him make progress, plan, get clarification, get social support, or get self-control.	

AN AGENDA FOR CHANGE (handout)

YOUR SELF RATING	/HELPING INFORMATION UTILITIES/	continued
______	51) Helps client make progress	In the process of facing their situations, some clients see information as helping them make progress toward resolving their situations.
______	52) Helps client plan	In the process of facing their situations, some clients see information as helping them plan, locate resources, save time or money.
______	53) Helps client get clarification	In the process of facing their situations, some clients see information as helping them understand their situations, get fresh views or insights, learn reasons, clarify goals, gain objectivity.
______	54) Helps client get social support	In the process of facing their situations, some clients see information as helping them get motivated, gain reassurance and encouragement, get social support.
______	55) Helps client get self-control	In the process of facing their situations, some clients see information as helping them calm down, relieve pressure, take mind off situation, or control own behavior.

/NON-HELPING INFORMATION UTILITIES/

When he finds that information doesn't help, he will make that judgement personally. He may feel it didn't help him make progress, plan, get clarification, get social support, or get self-control. The same piece of information may be evaluated differently depending on whether it helped or did not help.

AN AGENDA FOR CHANGE (handout)

/NON-HELPING INFORMATION UTILITIES/ continued

YOUR SELF RATING		
___	56) Doesn't help client make progress	In the process of facing their situations, some clients see information as not helping them make progress toward resolving their situations.
___	57) Doesn't help client plan	In the process of facing their situations, some clients see information as not helping them plan, locate resources, or save time or money.
___	58) Doesn't help client get clarification	In the process of facing their situations, some clients see information as not helping them understand their situations, get fresh views or insights, learn reasons, clarify goals, gain objectivity.
___	59) Doesn't help client get social support	In the process of facing their situations, some clients see information as not helping them get motivated, gain reassurance and encouragement, get social support.
___	60) Doesn't help client get self-control	In the process of facing their situations, some clients see some information as not helping them calm down, relieve pressure, take mind off situation, or control own behavior.

/RESOLUTION STATE/

How the individual sees the situation will change as he moves through time and space. At any point in time, any of the perceptions tapped by the attributes above can change. In fact, the perception of the very resolution state of the situation may change. He may see the situation as resolved, partially resolved, or unresolved.

AN AGENDA FOR CHANGE (handout)

YOUR SELF RATING	/RESOLUTION STATE/ continued	
____	61) Unresolved	In some situations, clients see themselves as having made NO progress toward resolution.
____	62) Partially resolved	In some situations, clients see themselves as having made SOME progress toward resolution.
____	63) Completely resolved	In some situations, clients see themselves as having reached resolution.

/BARRIERS TO RESOLUTION/

When the individual sees a situation as unresolved to some degree, he may also be looking at what he considers to be barriers to resolution. Even these perceptions will change as he moves through the situation. At a given point in time, he may see one or more of a number of different barriers preventing resolution.

____	64) The situation is not resolvable	Some clients see the situations they bring to you as ones which can never be resolved.
____	65) The situation is not in the client's control	Some clients see the fact that their situations are someone else's responsibility or beyond their own competence as a barrier to resolution of the situations they bring to you.
____	66) The client lacks resources	Some clients see the fact that they do not have or can not get the necessary resources as a barrier to resolution of the situations they bring to you.
____	67) The client's emotions or inactivity	Some clients see their own emotions, inactivity, lack of motivation as barriers to resolution of the situations they bring to you.

AN AGENDA FOR CHANGE (handout)

/BARRIERS TO RESOLUTION/ continued

YOUR SELF RATING		
____	68) The client doesn't understand others	Some clients see their lack of understanding of intentions, feelings, or motivations of others as barriers to resolution of the situations they bring to you.
____	69) The client lacks information	Some clients see their own lack of information, knowledge, or sense of what is happening as barriers to resolution of the situations they bring to you.
____	70) An institution (formal group) stands in way	Some clients see institutions or formal organizations that won't help, do anything, or compromise as barriers to resolution of the situations they bring to you.
____	71) An individual or peer/kin group stands in way	Some clients see one particular individual or a family, co-worker or neighbor group acting as barriers to resolution of the situations they bring to you.
____	72) The situation is too complex	Some clients feel that the complexity, bigness, and confusion of their situations are barriers to situation resolution.
____	73) The situation is recurring	Some clients see the fact that their situations come back again and again and get worse as a barrier to situation resolution.
____	74) The situation is a societal issue	Some clients see the fact that their situations are a difficulty of society at large as a barrier to resolution.
____	75) The client lacks time	Some clients see their own lack of time as a barrier to resolution of the situations they bring to you.

AN AGENDA FOR CHANGE (handout)

/BARRIERS TO RESOLUTION/ continued

YOUR SELF RATING		
____	76) The resolution is delayed	Some clients see the resolution of the situations they bring to you as having been delayed, where the resolution process was interrupted in some way.

/USE OF INSTITUTIONAL SOURCES/

As the individual moves through his situation, he will inform himself when and where he can, often in unlikely places and ways. He may or may not expect that there are useful sources of information that he can turn to. And, he may or may not decide to contact these sources. For instance, he may contact no institutional sources or one or more institutional sources.

____	77) No institutional sources	In the process of facing their situations, some clients do not seek information from institutional sources.
____	78) One or more institutional sources	In the process of facing their situations, some clients seek or get relevant information from one or more institutional sources.

/LIBRARY INFORMATION EXPECTATION/

He may think that it is not likely at all that a library would have helpful information. He may think that it somewhat unlikely, somewhat likely, or very likely.

____	79) Not likely at all	Some clients do not expect libraries to have any information that would be helpful for their situations.
____	80) Somewhat unlikely	Some clients have a low expectation that libraries will have helpful information for their situations.
____	81) Somewhat likely	Some clients expect libraries may have some helpful information for their situations.

AN AGENDA FOR CHANGE (handout)

YOUR SELF RATING		
	/LIBRARY INFORMATION EXPECTATION/ continued	
____	82) Very likely	Some clients are confident that libraries will have helpful information for their situations.

/NATURE OF CLIENT REQUEST/

If he makes contact with an information practitioner of some kind, he will bring to that interaction all his perceptions of his situation as tapped above. He will describe his situation to the practitioner. He will make one or more requests. His articulations may be explicit or not explicit. His description may or may not stay the same as he continues to talk and in the process of talking continues to inform himself. The individual may want the practitioner to listen to a complaint, fill an information request, or fill a resource/service request. Or, he may want the practitioner to do some combination of these.

____	83) Listen to a complaint	Some clients want to lament and complain about their situations.
____	84) Fill an information request	Some clients want to know something, to become informed, to understand something.
____	85) Fill a resource/service request	Some clients make specific requests for resources (e.g. money, objects) or services (e.g. legal aid, education).

/EXPLICITNESS OF REQUEST/

The individual may be explicit when he makes his request, only somewhat explicit, or not explicit at all.

____	86) Not explicit at all	Some clients give you no indication in initial articulation of what they want you to do.
____	87) Somewhat explicit	Some clients give you some indication of what they want you to do, but it's not enough for you to really know what they want so you can figure what you might do.

AN AGENDA FOR CHANGE (handout)

YOUR SELF RATING

/EXPLICITNESS OF REQUEST/ continued

YOUR SELF RATING		
____	88) Explicit	Some clients tell you exactly what they want you to do.

/STABILITY OF REQUEST/

As the individual talks, his description of what he wants may change completely. Or, it may remain somewhat stable, changing only partially. Or, it may remain the same over time.

____	89) Not stable at all	As some clients talk, their descriptions of what they want you to do completely change.
____	90) Somewhat stable	As some clients talk, their descriptions change enough to make you unsure of what they want you to do.
____	91) Stable	As some clients talk, their requests to you remain the same over time.

/EXPERT QUESTIONS/

When the individual contacts the practitioner, he will have an idea of what he thinks the practitioner ought to know about him or his situation if the practitioner is to be really helpful. The individual may feel that the practitioner should know the nature of his unique situation, his characteristics, the restraints on him or what he has done so far. He may want the practitioner to know any possible combination of these things.

____	92) The nature of situation	When some clients bring their situations to you, they want you to know what their situations are like, why they are involved, what happened.
____	93) The characteristics of client	When some clients bring their situations to you, they want you to know how they feel, what they like, their past histories, and life styles.

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/EXPERT QUESTIONS/ continued

YOUR SELF RATING		
____	94) The restraints on client	When some clients bring their situations to you, they want you to know about their resources, time constraints, mobility constraints.
____	95) The client's efforts so far	When some clients bring their situations to you, they want you to know about what they had done or tried already, what their abilities are for dealing with their situations, their past experiences with such situations.

/TOPIC FOCUS/

As the individual moves through his situation, he does not think of it in terms of topical labels, like "housing" or "employment." When, however, he attempts to contact an institution or seek information through an institution, he may find the institution demanding a topical label for his situation.

YOUR SELF RATING		
____	96) Neighborhood	Neighborhood noise, dogs, rats, parking problems, inadequate services, etc.
____	97) Consumer	Product/service quality, availability, information; consumer protection; etc.
____	98) Housing	Loans, mortgages, places to live, landlord problems, etc.
____	99) Employment	Unemployment, getting jobs, job training, etc.
____	100) Education & schooling	Getting education, cost of, availability, parent-student-teacher conflicts, etc.
____	101) Health	Health difficulties, health insurance, cost/availability/adequacy of health care, etc.

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YOUR SELF RATING	/TOPIC FOCUS/ continued	
____	102) Housekeeping & household maintenance	Regulations, utilities, house repairs, car repairs, do-it-yourself projects, etc.
____	103) Transportation	Public transportation availability/cost, automobile financing, car insurance, etc.
____	104) Recreation & culture	Recreation opportunities/cost, recreational area quality and supervision, etc.
____	105) Financial matters & assistance	Budgeting, taxes, retirement, investments, real estate, life insurance, etc.
____	106) Public assistance & social security	Welfare, medical assistance, unemployment benefits, food stamps, emergency funds, etc.
____	107) Discrimination & race relations	Racial tensions, discrimination based on sex, race, age, etc.
____	108) Child care, family, & personal	Family relationships, personal problems, separations, divorces, child care, etc.
____	109) Legal	Contracts, documents, getting legal help, understanding the law, etc.
____	110) Family planning & birth control	Birth control, family size, adoptions, etc.
____	111) Crime & safety	Law enforcement, street lights, street crime, etc.
____	112) Immigration, migration, & mobility	Language difficulties, citizenship, being new to area, etc.
____	113) Veterans & military	GI benefits and rights, enlisting, etc.

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YOUR SELF RATING		
	/TOPIC FOCUS/ continued	
____	114) Public affairs	Political issues, news, current events, locating people and places, etc.
____	115) Other	Anything not listed above.

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THE URBAN INFORMATION NEEDS PROJECT SYNOPSIS

This is a summary report of 2 years of research that focused on the development of strategies for dealing with the information needs of urban residents. The first phase of the project was a citizen study of 602 Seattle residents from a full range of income, ethnic, and adult age groups. Its purpose was to determine how citizens state and see their everyday troublesome situations, how they deal with these situations and the role of information in that process. The second phase was a study of 267 information practitioners -- library and human service agency professionals whose primary job is to help citizens with their information needs. The purpose of the second phase was to determine practitioner perceptions of citizens and their everyday situation-facing and to determine how discrepant practitioner perceptions are from citizen perceptions. The overall goal of both studies was to develop guidelines for information practitioners for use in the client-practitioner interaction.

This report will review the studies of the two phases in turn. The focus is placed on the conceptual approaches used and the major findings. The citations for the two studies are:

> Dervin, Brenda et al., THE DEVELOPMENT OF STRATEGIES FOR DEALING WITH THE INFORMATION NEEDS OF URBAN RESIDENTS: PHASE I -- CITIZEN STUDY. Final report on Project No. L0035JA, Grant No. OEG-0-74-7308 to the Office of Education, U.S. Department of Health, Education, and Welfare, April 1976.
>
> Dervin, Brenda et al., THE DEVELOPMENT OF STRATEGIES FOR DEALING WITH THE INFORMATION NEEDS OF URBAN RESIDENTS: PHASE II - PRACTITIONER STUDY. Final report on Project No. 475AH50014, Grant No. G007500617 to the Office of Education, U.S. Department of Health, Education, and Welfare, February 1977.

PHASE I -- THE CITIZEN STUDY

Overview

* The citizen study grew out of the studies of information needs of citizens that were conducted in the early 1970's. However, this citizen study departed from previous work in its basic approach. While previous studies have been concerned with the WHAT, i.e., what are the information needs of citizens and what kinds of information should we provide; the present study is concerned with HOW. How do you deal efficiently and effectively with individual citizens with individual "information needs" when those individual citizens and their individual information needs can take on myriad forms at myriad

times. To explain this shift of emphasis -- from WHAT to HOW -- a review of conceptual development is necessary.

Conceptual Development -- New Approaches

* The focus here is on strategies for dealing with the "information needs" of urban residents as individuals.

* Typically, social science has tried to deal with "individuality" in a normative way. Each individual is seen as a juxtaposition of across-time-and-space attributes, e.g., age, race, occupation, personality, education, literacy. The basic notion has been that if we know enough about these "attributes," then we can predict in advance the behavior of individuals. But once we have a list of attributes, how much do we know about an individual's behavior?

* When it comes to dealing with an individual as an individual, attributes are but labels imposed by the outside world. The attributes may or may not be relevant to the individual. Attributes are not the reason an individual intersects with an information practitioner at a given point in time. His reasons are situational: the situation is one in which he feels an information practitioner would be useful.

* It is suggested that in order to cope with individuality, one must also deal with situationality. These two premises -- individuality and situationality -- are the bases for the current study. The rationale emerges from communications research. Meanings are in people. No message means the same thing to different people. No situation is seen the same by different people.

* These premises apply to the concept of "information" as well. They suggest a need to look at information not as a constant in which an externally imposed meaning is "right" for all, but rather as a flexible term which the individual defines for himself.

Focus on information:

* Information is a "power" word in society. Essentially the "information" problem is seen as one of getting the right information to the right person at the right time. It is assumed that information is valuable. Since a little information is valuable, a lot must be better. The problem is seen as one of effective storage and retrieval.

* This view of information implies a view of the world as a place in which there is complete order. Every situation has its own "right" decision. Information is but describing the order. This view of information posits man as a totally adaptive creature, using information about reality to adapt to reality. With enough information, all aspects of reality can be totally described and totally connected, and man will be completely adapted.

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- * This absolutist view of information disregards the fact that man creates and adapts. Information grows old and useless, for no amount of information ever describes the totality as long as unseen forces (human or natural) have freedom to move.

- * What is needed is a broad view of information — as something which applies to both adaptive and creative behavior. In this context, it is useful to make a distinction between objective information ($INFORMATION_1$) and subjective information ($INFORMATION_2$).

- * $INFORMATION_1$ is defined as information which describes reality, the innate structure or pattern of reality, data (external reality).

- * $INFORMATION_2$ is defined as ideas, the structures or pictures imputed to reality by people (internal reality).

- * In the past, much research has focused on devising means to get around the selectivity barriers of "internal" reality and align internal reality more closely with external reality. This study approaches internal reality as a legitimate informational input in its own right.

- * Since no observer can say how "reality-bounded" an individual is, $INFORMATION_1$ is assumed to be incomplete.

- * The $INFORMATION_1$-$INFORMATION_2$ distinction forces our attention to the notion that information can be whatever an individual finds "informing." It moves our attention away from objective information, toward assessing the cognitive maps or pictures of an individual.

- * This distinction forces us to recognize that objective reality and internal reality are two different realities. Whenever an individual interacts with reality, he is selectively perceiving aspects of reality ($INFORMATION_1$) and making pictures ($INFORMATION_2$). An individual deals with reality ($INFORMATION_1$) everyday as he moves through his own time and space; he moves and acts on the basis of his own pictures ($INFORMATION_2$) because that is all he has.

- * Take any given slice of $INFORMATION_1$ (a slice of "reality"), and any two different individuals will create different $INFORMATION_2$ pictures in the same $INFORMATION_1$ context. The question becomes: How does the individual move between $INFORMATION_1$ and $INFORMATION_2$ or vice versa? How does he impose sense on reality when he finds none there?

- * These questions focus our attention on the behaviors or procedures by which people get what they do not know, how they get informed, how they get instructed. It is suggested that these behaviors are in themselves legitimate informational inputs: $INFORMATION_3$.

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- * How is INFORMATION$_3$ useful? Decisioning is a familiar information processing approach -- one which seems right because it fits neatly with "objective information is valuable" assumptions. The view presented here, however, posits decisioning as merely one possible approach. Another individual may use a liking-disliking procedure, searching his internal pictures and/or the environment for the first available "tolerable" means. Another may look to the advice and counsel of others. The point is that other behavioral approaches are being used.

- * Many of the contradictions in past research may well be explained in the area of INFORMATION$_3$. How are people making sense out of their worlds if they aren't accessing formal information systems? What are people using to inform themselves when they say they don't want any more "objective" information? How can a "new" system -- an individualized information system -- intersect with individuals in a useful way?

- * There is another ramification of this emphasis on INFORMATION$_3$. While traditionally it has been assumed that the value of information was that it allowed successful adaptation to reality, this emphasis on the various means by which individuals create their own information suggests that "information" has a large variety of possible functions or utilities. The potential functions or utilities of any kind of information will vary. The same "information" obtained or created by the same means can serve different functions. Function is in the eye of the beholder.

- * Typically, existing information systems define themselves in terms of such carrying units as books and materials, e.g., libraries; or programs and articles, e.g., the mass media. Books, programs, articles are simply that -- carrying units. Only the beholder can determine the function of any given book, program, or article. Within these carrying units, however, the user may find and make informations which serve his functions or purposes. The functional units for the individual are likely to be companionships, confirmations, and assistances, wherever and however they may be found.

Research questions:

- * The crucial question for the information practitioner is HOW. How does one deal individually and situationally? Clearly, the client is not simply a bundle of attributes, predictable in advance. Neither is the information practitioner. There can be no a priori delivered "answers" for this interaction. Both client and practitioner have a tool -- communication -- which they can use.

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- Research can help the information practitioner be aware of alternative strategies for interacting with clients. Diverse clients in diverse situations at diverse points in time and space require diverse alternatives. The information practitioner can be aware of alternative means for intervening in individual sense-making processes.

- Obviously, one study could not possibly deal with all the potential research questions raised in the discussion above. The purpose of this study was to make a start by opening doors to the kinds of awarenesses that are needed for individual life-facing and the role of informations in that process. The purpose is to begin to develop understandings of the kinds of questions that need to be asked of individual clients in flexible systems -- systems built on communication skills, systems which cope with individuality.

- The questions asked in this initial study were: What kinds of pictures does the individual have of his situation? What attributes of these pictures are useful descriptors? What are the implications of situation articulations for action? What does the client want to do? What might the information practitioner do? How does the individual go about making sense of a given situation? What will the individual find to be informing (define as "information") in a given situation?

The study

- Data were gathered from a representative sample of 602 Seattle adults through in-person interviews. A 28-page questionnaire was used, requiring an average of 60 minutes to administer.

- The questionnaire obtained a detailed description of how each respondent saw and coped with a recent troublesome situation. (See the ATTRIBUTES OF CLIENTS-IN-SITUATIONS CHECKLIST for a complete listing of the characteristics of respondent situations that were examined.)

- A number of characteristics of the respondent in his situation were derived from the respondent's initial description. For example, whether or not the description was explicit enough that a practitioner would know what the respondent wanted (Attributes # 86-88). Or, whether or not the respondent was making a complaint about the situation, asking for information, asking for a resource or service, or a combination of these (Attributes # 83-85). The initial articulation was also analyzed in terms of the topical label of the situation, was it a "housing" situation, a "health" situation (Attributes # 96-115)?

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- The respondent was asked to describe the troublesome situation in detail, step-by-step. The detailed description was analyzed according to the tactics used in facing the situation, doing things, making contact with people, etc. (Attributes # 21-30), according to what the respondent paid attention to in his situation, his own thoughts, the actions of others, etc. (Attributes # 16-20), and according to how stable the respondent's presentation of the situation was over time (Attributes # 89-91).

- The respondent was also asked a number of questions about his situation. These are reviewed below.

- Whether or not in his situation, he was trying to make a decision, get around a barrier, cope with a worry, live with a problematic situation, get informed, or a combination of these (Attributes # 1-5).

- Whether or not other people were involved in his situation, who they were, and how they were involved (Attributes # 6-8).

- Whether of not the respondent, in his situation, tried to find out, learn, or come to understand anything (Attributes # 36-38). If so, what was sought (Attributes # 39-47)? How hard was it to find (Attributes # 48-50)? How did the respondent go about finding it (Attributes # 21-30, 77-78)? Did finding it help? How did it help (Attributes # 51-55)? Why didn't it help (Attributes # 56-60)?

- Whether or not the respondent's situation was tied in with any other situations (Attributes # 9-10).

- Whether or not the respondent saw the situation as easy or hard to get at the heart of (Attributes # 11-12), and whether or not the respondent preferred to stand back or get up close in order to understand his situation (Attributes # 13-15).

- Whether or not the respondent had used any of a series of "informing" behaviors: changed his view of the situation, complained to someone, found someone who agreed with him, read something relating, got emotional, put the situation out of his mind, talked to someone, spent time thinking, tried out a possible solution, eliminated an approach, compared at least two approaches, got outside help, or asked someone what to do. This series was then analyzed to develop general situation-facing strategies (Attributes # 31-35).

- Whether or not the situation was resolved, partially resolved, or unresolved (Attributes # 61-63). If the situation was not resolved, the respondent was asked for the major reasons why the situation was unresolved (Attributes # 64-76).

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* Hypothesizing that the respondent might go to an expert for help in his situation, the respondent was asked, "In order to really help, the expert might need to know some things about you and your particular situation. What would you want the expert to know so he could really help you?" (Attributes # 92-95).

* Finally, the respondent was asked whether or not he thought a library would have information that would help him in his situation (Attributes # 79-82).

* Rather than review specific findings, this report will present the 10 broad themes which emerged from the data.

Themes:

* Information is a means, not an end. A number of different analyses confirmed the expectation that information per se is not an end or a utility in its own right. Unless asked explicitly, the respondents did not talk about information. In particular, they rarely talked about INFORMATION_1. Where "information" was freely mentioned, most often it had more relationship to the notion of INFORMATION_2, sense-making or getting informed.

* Information is that which informs. The findings support the expectation that respondents were focusing on getting informed, not on getting information. Respondents in all situations, whether resolved or unresolved, were looking for information. Much of the time, they focused on their own internal states or on the external states or behaviors of themselves or others. They collected information for many reasons, including getting self-control, social support, and clarifying causes. Respondents looked for a wide variety of things in their focal situations, only some of which fit the traditional concept of INFORMATION_1.

* People inform themselves when and where they can. The findings confirmed the notion that respondents were picking up "information things" as they moved through their situations -- sometimes by design and sometimes by accident. A wide variety of people, behaviors, and tactics were used in the informing process.

* Informing occurs in the context of time-space bound situations. A number of situational variables were used to assess the utility of various situational descriptors for looking at general coping behaviors and in particular at information behaviors. Where a respondent was in time, where he saw himself going, whether he was moving alone or with others, whether his situation was tied in with others -- all were descriptors useful in providing cues on general coping behaviors and, in particular, information behaviors.

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- Situationality must be assessed by communication. Although the differences indicated in such behaviors as information seeking were often large when compared across various situational descriptors, the results indicated that an observer interested in knowing where a given individual was in time and space would need to ask. The picture that emerged was one in which situation descriptors were helpful as cues, but pinpointing a given respondent required looking at his particular perceptions.

- Listening is not enough. Several analyses looked specifically at articulation styles and whether or not they were useful for determining where an individual was in time, where he was heading, and what he found lacking in his situation. The data indicated that respondent articulations provided neither frequent nor accurate implications either for the movement of a potential helper or for the movement of the respondent. When respondents were asked explicit questions about potential movement states, however, they responded easily and articulately.

- A resolution isn't just a solution. The data suggest that the concept of resolution needs to be much broader than the traditional concept of "solved." These respondents saw a number of utilities for various coping behaviors and, most importantly, for different types of information.

- Needs assessment must be a continuing process. The data indicated that when dealing with individuals or planning to serve collectivities, there is a need for procedures for making continuing assessments; yet at the same time, a stable enough picture must emerge to allow the practitioner to make effective and efficient moves.

- The information practitioner faces some negative expectations. Generally, the results suggested that not only do few citizens use formal information systems in everyday situation facing now, but also that their expectations for the helpfulness of such services as now defined, with the emphasis on information per se and decisions, is low.

- There is a role for the information practitioner. Despite the pessimistic findings, the data indicated that there is a role for information practitioners in helping citizens cope with everyday needs. In particular, the data suggested that there is a needed role in helping citizens inform themselves more effectively.

Conclusions:

- The trends in the data suggested that as information practitioners throughout the country expand their services or develop new services

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to help the average citizen with his everyday needs there is a need to look beyond traditional conceptions of information systems.

* In essence, the data suggest the need for the development of flexible systems which are capable of dealing with individuals as individuals. The information practitioner will need to be skilled at using alternative communication strategies in interacting with clients. This study is seen as a first step — a step toward creating some of the awarenesses of clients that will be needed in effective, communication-based information systems.

PHASE II — THE PRACTITIONER STUDY

Overview

* The practitioner study was based on the findings of the study of citizens. Phase I looked at citizens -- how they articulate their needs, the kinds of situations they see themselves as facing, how they see themselves as coping, how they make sense and inform themselves, what they call informing, and the utilities they find in information. Phase II looked at how information practitioners interpret citizen need articulations, need situations, coping methods, and information processing approaches. Phase I looked at where citizens are; Phase II determined whether the practitioners are there.

* Five basic questions were asked:

1. How does the practitioner view his various clients?
2. What kind of system would the practitioner design to help average citizens deal with their own unique, life-facing situations?
3. What do the practitioners consider their own strengths to be with respect to training others to help clients?
4. What kinds of communication accidents do practitioners encounter in dealing with clients-in-situations?
5. In what particular areas of the client-in-situation approach are the practitioners amenable to training?

* The conceptualization of the practitioner study was based on the contrast between the pervasive practitioner-client model of service and the client-in-situation approach. These two approaches are reviewed below.

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The pervasive practitioner-client model

* Within the normative practitioner-client model, the practitioner listens to the client in order to assess client's situation. While the client is focusing on his unique situation, the practitioner is attempting to pull out of the client's articulation enough information to treat the situation normatively or like the "typical" situation.

* Since the normative model is so pervasive, the client is likely to confront a series of assumptions about him and his situation, his methods of coping, his reasons for contacting a practitioner, and even what he is looking for.

* These assumptions are inherent in the normative model which suggests that: The situation is central, there are accepted solutions, the purpose of the interaction between practitioner and client is to identify the situation type so that the appropriate solution may be properly applied, and the role of information is to describe the possible solutions that are available so that a good decision can be made on how to cope with the situation.

* In this model, the uniqueness of the individual in his own unique situation is essentially treated as a barrier, something to be circumvented. Thus, practitioners talk about getting users to use the system correctly, to articulate their needs, and to comprehend the value of information.

* Even the accepted means of dealing with individual differences is normative. Thus, typical practitioners plan strategies based on descriptions of their clients in terms of demography, personality, and other across time-space attributes — attributes which do not work for the simple reason that they ignore the situations individuals are bound into and the fact that neither the people nor their situations remain the same across time.

* In sum, the pervasive model of human service delivery is one which starts by treating situations as if they have lives of their own and independent of the people in them. The model then proceeds to try to cope with people as if they have lives of their own independent of the situations that surround them.

What's wrong with the pervasive model:

* Clearly, the pervasive model is fallacious. People and situations are inexorably bound. Since only one individual occupies his given point in time-space, no one else can see that situation precisely from the individual's point of view. And as time passes, the individual-in-situation changes.

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- While practitioners may prefer consensually approved ways of looking at situations, from the individual's vantage point these consensual views are irrelevant. No prediction model which ignores the passing of time, the changing of space, and the inexorable bond between the individual and his situation can possibly work as a method of predictive control.

- When, in the first phase of this project, citizens were asked to describe the troublesome situations they were in, their descriptions acknowledged the realities of individual-in-situation and defied most of the common assumptions made about how people look at situations, what they call information, how they cope, and how practitioners can help.

- Comparing Phase I results with the pervasive model suggests that citizens and information practitioners live in two different worlds. For the citizen, the utility of information lies in the extent to which it helps him make the kind of sense he feels he needs. Information, per se, is irrelevant. The practitioner, however, is on a different journey. He works for an institution where distributing information is the goal.

The client-in-situation approach:

- The main conclusion of the Phase I study was that human service deliverers need to take a different approach to providing individualized service to clients. In this approach, abbreviated "client-in-situation" or "citizen-in-situation," the practitioner acknowledges that only the client can know what his unique situation is like and only the client can judge whether information or service will be helpful.

- Given the acceptance of the pervasive model of client-practitioner interaction, the client-in-situation approach may at first glance seem impossible. The typical information practitioner, being in a mass-service business serving the needs of many different individuals, wants and needs some kind of predictive control. The pervasive, or a priori model gives the illusion of predictive control by seeming to allow the practitioner to predict in advance how to deal with clients and how to deal with situations.

- But if the practitioner is to provide any real service, i.e., be useful to the client; then the practitioner must use the client-in-situation approach because the ability to predict people or situations in advance is, in actuality, extremely limited.

- Although it may appear as if the client-in-situation approach forsakes predictive control, this is not so. Rather, it offers a different kind of predictive control, a kind that accepts the situational nature of behavior. Within it, practitioners operate through generalizations that can be used in the "here and now" interaction.

- The first set of generalizations, which allow the practitioner to cognitively take the client-in-situation aproach, are concerned with understanding clients-in-situations: knowing about the dimensions along which people describe their life-facing situations; knowing about alternative means of coping in different situations; knowing about how people make sense; and knowing about how people evaluate information.

- The second set focuses specifically on communication behaviors, for it is only through the use of communication behaviors, as tools, that the client-in-situation approach can be implemented. If the practitioner cannot predict the client or the situation in advance, then what he must do is be skilled at using communications as a means of getting the client's picture, determining how to intervene, and intervening usefully.

Purpose of the Phase II study:

- The goal then of the Phase II study, was to make progress toward the development of both sets of generalizations -- cognitive and behavioral -- that will be needed to implement the client-in-situation approach. The purposes of the Phase II study were inherent in this goal.

- The main purpose was to assess how well information practitioners cope cognitively with the client-in-situation approach developed in the Phase I study.

- A secondary purpose was to begin to explore practitioner use of communications as tools in the practitioner-client interaction.

- This dual purpose, in addition to being a natural outgrowth of the conceptual and empirical results of the Phase I project, lead directly to the training requirements of Phase III.

The study

- Data for the practitioner study were gathered from samples of information practitioners in Seattle area institutions. There were 126 library practitioners from public libraries and 141 agency practitioners from social service agencies participating in the study. Four sections of the questionnaire focused on the cognitive question: How well do practitioners cope cognitively with the client-in-situation approach? One section focused on the practitioner use of communications behaviors as tools in the client-practitioner interaction. Findings will be summarized under cognitive framework and communications behaviors.

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The cognitive framework:

- The findings were remarkable for their consistency across analyses. The results indicated that both subsamples of practitioners are not using the client-in-situation approach, do not see themselves as well able to use it, would not design ideal systems using it, and disagree with or have difficulty coping with many of its central concepts. The findings across four data analysis chapters support the following conclusions: 1) The practitioners were best able to deal with only those aspects of client-in-situation which are now the focus in the normative system. 2) The practitioners were best able to treat situations normatively rather than uniquely. 3) The practitioners overemphasized information. 4) The practitioners de-emphasized personal sense-making. 5) The practitioners treated the articulation process as a system translation device. 6) The practitioners emphasized rational approaches to situation-facing. 7) The practitioners had difficulty with the notion of varying situational paths. 8) The practitioners focused on the solutions their institutions are organized to deliver. 9) The subsamples veered to their own normative strengths.

The repertoire of communications behaviors:

- When practitioners were asked to indicate their frequency of communication "accidents" with clients, results showed that: 1) The practitioners had experienced a wide variety of different kinds of communication accidents that affected their interaction with clients. 2) With one exception, there was relatively little variance in the frequency of different kinds of accidents. 3) The one class of accidents which seemed to occur more frequently in practitioner perceptions consisted of those that involved getting to the client's picture of his situation. 4) The practitioners appeared to be choosing their communications behaviors by chance or by habit, rather than selecting them from a repertoire of communications behaviors according to their appropriateness in a given situational context.

Implications for training:

- The results of this study were so consistent that they suggest a need for comprehensive training across all aspects of the client-in-situation approach. What particularly shines through was a call for training which illustrates to practitioners the need for implementing the client-in-situation approach as an alternative to current normative approaches. In addition, the results of the exploratory study on the use of communications behaviors suggested the need for training in the use of communications skills.

- The findings also showed some useful entry points. The practitioners agreed in the "Citizen's Handbook" analysis that citizens have myriad everyday situations to face and that they need help. The practitioners also agreed that the practitioner-client interaction is a difficult one. Thus, the practitioners provided a context within which client-in-situation training might be introduced.

* It should also be noted that while the findings seem to have an overbearing consistency, they are, of course, based on averages across practitioners. Not all practitioners were the same. If clients are to be treated uniquely via a client-in-situation approach, then practitioners as well must be trained uniquely via a practitioner-in-situation approach.

* In the Phase I study, citizens indicated some considerable difficulty in their attempts to access systems. In the Phase II study, practitioners suggested some difficulties in their attempts to mold citizens to fit systems. In the space between this mismatching, practitioners may welcome an alternative.

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PERSONAL RESPONSE SHEET

1. What two or three client-in-situation concepts are most important to me as a practitioner?

2. What do I need in order to be able to use the client-in-situation approach?

3. What does the client-in-situation approach mean for information agencies (or my agency in particular)?

4. How should information agencies change to become more responsive to clients-in-situations?

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DISCUSSION SHEET

YOUR TASK AS A SMALL GROUP IS TO:

1. Share your responses to question #1 on the PERSONAL RESPONSE SHEET: "What two or three client-in-situation concepts are most important to you as a practitioner?"

2. After sharing, collate the responses from all your group members and come to an agreement on the 3-5 concepts that your group feels are most important for a practitioner to know. Write these concepts on one sheet of newsprint. Label this list CONCEPTS.

3. Share your responses to questions #2, 3, and 4 on the PERSONAL RESPONSE SHEET.

4. After sharing, use the ideas you obtained to answer this question: "In what areas do practitioners most need training in order to implement the client-in-situation approach?" Generate 5-6 areas of training that your group members agree on and list these on one sheet of newsprint. Label this list TRAINING.

MODULE #6: THE COMMUNICATION ACCIDENTS COMPANY

Rationale: When a client and a practitioner come together, they each come bound into individual situations that include history, constraints, expectations, skills, preferences, and so on. They can only learn about each other by communicating, but they do so in a context of great uncertainty. Each participant is substantially ignorant of the other and his situation. In addition, demography or other a priori predictors cannot be used to tell what the other will say or do next. The practitioner's job, in this encounter, is to construct a picture of the client and the client's situation so that he can know what to do or say to be helpful to the client. The only way in which the practitioner can implement this client-in-situation approach is through the use of communication behaviors. However, in the process of communicating with the client, e.g., questionning, listening, giving instructions or reassurance, attempting to understand; the practitioner continually runs the risk of accidents. There can be accidents while attempting to control his own thoughts and actions or while attempting to relate to the client. Accidents can occur as the practitioner attempts to make internal sense of the client's situation, e.g., the practitioner is unable to sort out what's important from what the client said. Or, they can occur as the practitioner attempts to pay attention to the client, e.g., the practitioner might fail to listen at a particular moment and then give an incorrect response. Or, they may occur as the practitioner talks to the client, e.g., the practitioner might fail to clarify the client's request and then set to work on the wrong problem; the practitioner might offer too many suggestions at one time and confuse the client. As these example accidents indicate, the interaction between practitioner and client consists of a series of quickly occurring events, not a single event. Accidents can and will occur at any point in the process. Accidents can never be entirely prevented, of course, given that the participants in the interaction are free to move independently of each other. The frequency and severity can be lessened, though, with increased skill at the selection and use of communications.

Purpose: THE PURPOSE OF THIS MODULE IS:

a) TO INCREASE AWARENESS THAT COMMUNICATION IS NOT JUST A GLOBAL PROCESS BUT A SERIES OF BEHAVIORAL EVENTS;
b) TO INCREASE AWARENESS THAT THINGS GO WRONG BOTH IN CONTROLLING SELF AND IN RELATING TO OTHERS;
c) TO USE THE WORKSHOP AS AN EXAMPLE OF COMMUNICATIONS EXPERIENCE; AND
d) TO PREPARE FOR THE LATER MODULE ON COMMUNICATION ACCIDENT PREVENTION.

NOTE: This module is designed to be used in combination with Module #13. A period of time should be allowed between the two modules for the accumulation of sufficient accidents.

THE COMMUNICATION ACCIDENTS COMPANY (continued)

References: This module depends heavily on the work of Richard Carter. The term "accident" used in this sense and the concept of communication accident insurance are his. The accidents on the COMMUNICATION ACCIDENT SHEET were derived from his examples. (See Richard F. Carter, Control Foci, Unpublished paper, School of Communications, University of Washington, 1976; and Communication Accident Record, Unpublished class handout, School of Communications, University of Washington, 1976.) In the Phase II practitioner study, practitioners were asked to respond to a set of 56 accidents in terms of how often each accident had occurred to them in the last 6 months. The results, found in Chapter IX of the Phase II report, indicated that practitioners were having a lot of different kinds of accidents. There was little evidence that they were more able to control certain kinds of accidents than others. Explanation of the accidents portion of the Phase II questionnaire is found on pages 68-71 of the Phase II report.

No. of participants:
Any number

Estimated time for module:
20 minutes

Instructional style:
Individual paper & pencil exercise

Room arrangement:
Standard (see Chapter II)

Supplies needed:
- COMMUNICATION ACCIDENT SHEET (one per participant)
- COMMUNICATION ACCIDENT COMPANY INSTRUCTIONS (one per participant)
- Blank COMMUNICATION ACCIDENT REPORT (six per participant)
- Accident Box for filing reports

Attached handouts:
COMMUNICATION ACCIDENT SHEET (three pages)
COMMUNICATION ACCIDENT COMPANY INSTRUCTIONS (one page)
COMMUNICATION ACCIDENT REPORT (three pages to be cut in half to produce six report forms)

Advance preparation:
1. Duplicate handouts listed above.
2. Prepare an Accident Box to receive reports. This box should have a slit in the top like a ballot box and should be prominently labelled: COMMUNICATION ACCIDENT BOX. The box should be large enough to allow the mixing of ACCIDENT REPORTS inside the box.

THE COMMUNICATION ACCIDENT COMPANY (continued)

Directions: (Estimated times are indicated in parentheses.)

1. With the full group seated in the semicircle, explain that you will be handing out material on communication accidents. Give some explanation of communication accidents, such as: "When we try to communicate with another person, a great number of things can happen that will prevent communication. We may not be able to put our ideas into words; we may be overfriendly in our expression; we may not listen attentively, and so on. Any of these things that happen can be seen as communications accidents." Then explain that you will be handing out a sheet that will ask the participants to indicate how recently they have had each of a number of communications accidents. Participant responses are for their use only. (5)

2. Hand out the COMMUNICATIONS ACCIDENT SHEET. Allow time for the participants to respond. (10)

3. Next, explain the notion of the Communication Accident Company. This company collects examples of communication accidents that have occurred so that they can help avert future communication accidents. Hand out one copy of COMMUNICATION ACCIDENT COMPANY INSTRUCTIONS and six copies of the COMMUNICATION ACCIDENT REPORT to each participant. Explain that each participant should make out a report whenever he is involved in a communication accident in the workshop. When a report is filled out, it should be filed with the Communication Accident Company in Communication Accident Reports Box (show where the box will be located). Each participant should fill out and place at least five Communication Accident Reports in the box by (give the time you expect to run Module #13, ACCIDENT PREVENTION). (5)

Logic of module: In this module, participants are first introduced to the concept of communications accidents through the COMMUNICATION ACCIDENT SHEET, which asks them to consider a series of accidents in terms of how recently they were involved in these accidents. Participants are then asked to be alert to the occurrence of accidents in the training context and to describe them on the COMMUNICATION ACCIDENT REPORT. The identification of personal accidents at the point they occur should link the accidents with their related events and increase participant awareness of the "communication process" as consisting of, in actuality, a series behavioral events. The module is designed as an initial preparation for a series of modules, #13 through #17, that focus on communication behaviors.

THE COMMUNICATION ACCIDENT COMPANY (handout)

COMMUNICATION ACCIDENT SHEET

Below is a list of 45 possible communication accidents. Check (✓) which of the accidents you've had in the past week. Note: The more attempts you made to communicate, the more accidents you'll have to report.

1. ______Not listening at all, and missing something important.
2. ______Paying attention to just a few things, and missing something else of importance.
3. ______Following somebody's words closely, and then having nothing to say when that person stopped.
4. ______Getting ahead of what you were listening to or reading, and then being surprised by what happens.
5. ______Reading slowly and then forgetting what it was all about.
6. ______Reducing your attention, and finding that something slipped past.
7. ______Shouting, and getting more attention than you wanted.
8. ______Talking, and not hearing something.
9. ______Having some difficulty expressing what you had in mind.
10. ______Your mind ran, but your tongue stumbled.
11. ______The word you used was your label, and it meant nothing to the listener.
12. ______You gave an instruction, and someone was unable to follow it.
13. ______You had an idea of what would do the job, and some didn't think that was necessarily the way to do it.
14. ______You thought you were playing a game, and someone took you seriously.
15. ______You told a joke and it didn't go over.
16. ______Not taking exception to something said which was incorrect.
17. ______You did not like something, did not say anything, and suffered the consequences.

THE COMMUNICATION ACCIDENT COMPANY (handout)

18. ______Stewing over alternatives instead of getting help in making up your mind.

19. ______Looking to someone for information, and not getting any.

20. ______Not checking something by asking a question, then suffering the consequences.

21. ______Learning something by trial and error, then finding out that someone could have told you.

22. ______Arguing various solutions with someone, and then finding out that each of you had a different problem in mind.

23. ______Expected to get a particular answer, but did not.

24. ______Using a classification that turns out to have bothersome exceptions.

25. ______Trying to be friendly, and finding the other person was all business.

26. ______Judging that someone had the same goal you do, and then finding out your goals differed.

27. ______Assuming that someone has had the same experiences you have had, but finding out differently.

28. ______Tried to get through, but could not.

29. ______Could not get your listener to do what you wanted.

30. ______Assumed someone would pass your message on, and it did not get through.

31. ______You had a pleasant conversation the last time, so you had another one with the same person, but it wasn't as pleasant.

32. ______Saying the same thing over again, unnecessarily.

33. ______Not repeating something important, and then finding out it was not understood.

34. ______Thinking someone agrees with you, and finding out later they did not.

35. ______You thought you understood what was being said, but later you realized you did not.

THE COMMUNICATION ACCIDENT (handout)

36. ______Finding out too late that the information you gave someone was wrong.

37. ______Getting too many suggestions at once and becoming frustrated.

38. ______You tried to explain something clearly and simply, but the other person thought you were talking down to them.

39. ______You said what you thought the other person wanted to hear instead of what you really thought and felt bad about it later.

40. ______You needed instructions but were embarrassed to ask.

41. ______Not listening to someone because you assumed you would disagree and missing something that could have been valuable.

42. ______Not taking the time to read something carefully the first time, and then having to take more time to reread it.

43. ______You read the words, but you had no idea what they said.

44. ______Halfway through the sentence you forgot what you were going to say.

45. ______Thinking someone's minor point was their major point.

THE COMMUNICATION ACCIDENT COMPANY (handout)

COMMUNICATION ACCIDENT COMPANY INSTRUCTIONS

The Communication Accident Company is a consulting firm which will help individuals or organizations identify communication accidents which may impede efficiency and lead to misunderstandings, frustration, and general dissatisfaction. The company collects data on communication accidents so that it can help reduce the quantity and severity of communication accidents.

The company asks for your cooperation in this efforts. All you have to do is fill out a COMMUNICATION ACCIDENT REPORT whenever you are involved in a communication accident. This is a sample of what the completed form might look like:

COMMUNICATION ACCIDENT REPORT

Place of accident: Dining Room   Time: 6:25 p.m. Tues

Number of other persons involved: 3

What you were trying to do: Have a friendly conversation over dinner

How accident occurred: I was just trying to be friendly and informal but some of the other people seemed to think I was too friendly and gave me the freeze.

Damage suffered: Indigestion -- difficulty reestablishing communication

Estimated loss: A pleasant dinner

THE COMMUNICATION ACCIDENT COMPANY (handout)

COMMUNICATION ACCIDENT REPORT

Place of accident:________________ Time:____________

Number of other persons involved:________________

What you were trying to do:________________

How accident occurred:________________

Damage suffered:________________

Estimated loss:________________

cut here cut here

COMMUNICATION ACCIDENT REPORT

Place of accident:________________ Time:____________

Number of other persons involved:________________

What you were trying to do:________________

How accident occurred:________________

Damage suffered:________________

Estimated loss:________________

THE COMMUNICATION ACCIDENT COMPANY (handout)

COMMUNICATION ACCIDENT REPORT

Place of accident:____________________ Time:_______________

Number of other persons involved:____________________________

What you were trying to do:_________________________________

____

How accident occurred:____________________________________

____

____

____

Damage suffered:____

Estimated loss:____

cut here cut here

COMMUNICATION ACCIDENT REPORT

Place of accident:____________________ Time:_______________

Number of other persons involved:____________________________

What you were trying to do:_________________________________

____

How accident occurred:____________________________________

____

____

____

Damage suffered:____

Estimated loss:____

THE COMMUNICATION ACCIDENT COMPANY (handout)

COMMUNICATION ACCIDENT REPORT

Place of accident:____________________ Time:______________

Number of other persons involved:______________________

What you were trying to do:____________________________

____

How accident occurred:_________________________________

____

____

____

Damage suffered:_____________________________________

Estimated loss:______________________________________

cut here -- cut here

COMMUNICATION ACCIDENT REPORT

Place of accident:____________________ Time:______________

Number of other persons involved:______________________

What you were trying to do:____________________________

____

How accident happened:_________________________________

____

____

____

Damage suffered:_____________________________________

Estimated loss:______________________________________

MODULE #7: INFORMING IN ACTION

Rationale: Traditional approaches to information services have focused on the provision of objective information to clients and have neglected the client's need to make internal sense or to inform himself on strategies for making sense. The Phase I and Phase II reports emphasize that this approach ignores the reality that objective information by itself has no utility. It is the sense that the individual makes from the information that has utility. This focus leads to a delineation of information that goes beyond factual or objective information. The Phase I report focuses on three kinds of information: INFORMATION$_1$ -- objective information; INFORMATION$_2$ -- internal information or personal sense; INFORMATION$_3$ -- the procedures or processes by which people make sense. Any piece of INFORMATION$_1$ must be moved, by the individual, with an INFORMATION$_3$ in order to become an INFORMATION$_2$. When an individual is in a troublesome situation, he has a picture of that situation (INFORMATION$_2$) which guides his selection of strategies for informing himself (INFORMATION$_3$) which may lead him to collect objective information (INFORMATION$_1$) which he will then have to move and process (INFORMATION$_3$) in order to make a new personal sense (INFORMATION$_2$). This distinction places the notion of information delivery in a context quite different from that which is traditionally accepted. It suggests that information practitioners must become skilled at intervening in the informing processes of the individual if the objective information they deliver is to be useful and be used.

Purpose: THE PURPOSE OF THIS MODULE IS:

a) TO ILLUSTRATE FOR PARTICIPANTS HOW AN INDIVIDUAL, WHO IS INFORMING HIMSELF, MAKES PERSONAL SENSE (INFORMATION$_2$) BY MOVING IN VARIOUS WAYS (INFORMATION$_3$) FROM HIS PERSONAL SENSE (INFORMATION$_2$) TO OBJECTIVE INFORMATION (INFORMATION$_1$) AND BACK AGAIN;

b) TO PROVIDE PRACTICE IN DISTINGUISHING THE THREE INFORMATION TYPES;

c) TO INTRODUCE THE NOTION THAT THE VALUE OF INFORMATION$_1$ IS DETERMINED BY THE INDIVIDUAL IN TERMS OF WHETHER OR NOT IT WAS HELPFUL TO HIM IN HIS EFFORTS TO INFORM HIMSELF AND MAKE PROGRESS.

References: The Information 1-2-3 distinction is presented in the Phase I report. See, in particular, Chapter II, pages 88-95, for the development of the distinction. Evidence of the almost sole emphasis in traditional information systems on objective information is presented in the Phase II report. See, in particular, Chapter XI. References for Purpose c are reported in Module #8 which focuses on the ways in which people assess whether or not information has been helpful, i.e., a utility.

INFORMING IN ACTION (continued)

No. of participants:
Any number

Estimated time:
80 minutes

Instructional style:
Dyadic questionning
Full group discussion

Room arrangement:
Standard (see Chapter II)

Supplies needed:
* DEFINITION CARDS: one set of fifteen cards to select from
* DISCUSSION GUIDE SHEET: one copy per participant

Attached handouts:
DISCUSSION GUIDE SHEET (one page)
DEFINITION CARDS listing (two pages, make into one deck of cards)

Advance preparation:
Duplicate handout, as designated above.
Prepare one set of definition cards.

Directions: (Estimated times are indicated in parentheses.)

1. With the full group seated in the semicircle, explain that this exercise involves observing how a person goes about informing himself. Ask for two volunteers. One volunteer, the knower, is to be given a word and its definition; the other, the guesser, is given only the word and is to try to learn the definition by asking the knower yes/no questions. Explain that the knower will be given a card that contains a word and its definition. The guesser's task is to try to learn the definition of the word. The knower can answer only "yes" or "no" to the guesser's questions. Send the guesser from the room and tell the rest of the participants the word and its definition. Recall the guesser and place the knower and guesser at least ten feet apart so all can hear the questions and answers. (5)

2. Choose an additional participant in the semicircle to record the guesser's questions and the knower's responses. The recorder should try to get the question and answer verbatim. At the end of one exchange between the guesser and the knower, the recorder should raise his hand as a signal to the participant-observer to his left to begin recording from that point. In this fashion, the task of recorder passes along the line of participants until the guesser determines the definition or gives up. (5)

INFORMING IN ACTION (continued)

3. Play one round. Give a definition card to the knower, have the knower read the word for the guesser, and let the guesser begin questionning. The rest of the participants are to observe the exchanges as closely as they can. Questionning ends when the knower judges the guesser to have guessed the definition, or until the guesser gives up. (10)

4. After the end of the first round, explain to participant-observers that their task is to determine how the guesser was informing himself. They are to do this by retracing the guesser's question-asking. They should start with the first question the guesser asked, as recorded by the first recorder, and determine: "Why did you ask that?" and "How did learning that help you?" As the guesser explains his informing logic, his answers should be recorded on newsprint sheets and posted so that all can see them for analysis in step #6. The dialogue between recorders and the guesser should continue for the entire chain of guesser's questions with each participant-observer reviewing for the guesser what question he asked at each point in the chain. In the dialogue, the participant-observers will need to probe more deeply at some points in order to unearth the informing processes the guesser was using. (10)

A sample chain of guesser questions with the informing logic unearthed might go: (The word: Mort -- a salmon in its third year)

GUESSER QUESTIONS:	INFORMING UNEARTHED:
1. Is it an animal? (yes)	Why did you ask that? I've played this game before and that's a good enough way to start. How did it help? Told me what kinds of questions to ask next.
2. Is it a mammal? (no) 3. Is it a water animal? (yes)	Why did you ask that? I was trying to get to a territory where I could ask better questions. How did it help? It did help me zero in, but I got worried because I know so little about fishes.
4. It must be a fish. Is it a fish I should know? (yes)	Why did you ask that? I was thinking of giving up. I needed to know whether to continue playing. How did it help? Told me I could continue. How did that help? (a probe) I knew I wouldn't end up appearing stupid.

INFORMING IN ACTION (continued)

GUESSER QUESTIONS:	INFORMING UNEARTHED:
5. Would it help if I guessed some fishes you eat? (yes)	Why did you ask that? That's about the only kind of fishes I know. Besides, I was getting tired. How did it help? It told me what kind of guesses to make and saved time.

5. Play one more round of the guessing exercise, following steps 1-4 above. Post the results of step 4 on newsprint sheets for all to see. (15)

6. Pass out one DISCUSSION GUIDE SHEET to each participant. Give the participants a few moments to reveiw the handout. Ask the participants to reveiw the results of the two rounds that have been completed. They are to identify, so that you can post labels on the newsprint sheets, which of the steps in the guessers' informing processes seemed to focus more on INFORMATION$_1$, INFORMATION$_2$, or INFORMATION$_3$. Start with the first step for the first guesser and go through the labelling process step by step until you have completed both guessers' lists. When participants disagree on a classification of a step into one of the information types, do not force agreement. You could return to the guesser to check. Even then, you may not get one answer beacuse while informing processes are made up of multiple discrete steps, the steps identified in this exercise will be broader and cover a multitude of smaller steps. (15)

A sample of this process might look like so:

INFORMING UNEARTHED:	I1-2-3 DISCUSSION:
I've played this game before and that's a good enough way to start. Told me what kind of questions to ask next.	Started with I2, understanding from past experience. Provided some I3 -- ideas of how to proceed.
I was trying to get to a territory where I could ask better questions. It helped me zero in, but I got worried because I know so little about fishes.	Trying to determine where to look, an I3 notion, and evaluated result against I2.
I was thinking of giving up. I needed to know whether to continue playing. Told me I could continue. I knew I wouldn't end up appearing stupid.	Determined that I2 was up to this and that it would be useful to try some more I3s.

INFORMING IN ACTION (continued)

INFORMING UNEARTHED:	I1-2-3 DISCUSSION:
That's about the only kind of fishes I know. Besides, I was getting tired. It told me what kind of guesses to make and saved time.	Focusing again on I3 -- how to proceed. Concerned that the how fit the I2 picture -- wished to save time.

7. Play another two rounds with new volunteers and new words using the same questionning and recording processes as described in steps 1-6 above. For these rounds, however, steps 4 and 6 can be combined. As participants become more familiar with the I1-2-3 notions, the rounds will go quickly. (20)

Logic of module: This exercise allows participants to observe what is normally a largely internal process: the manner in which an individual informs himself. The exercise is, admittedly, artificial in that there are relatively few life situations which can be treated as a 20-questions game. In this exercise, however, participants see that even in this Information$_1$ focused game of determining definitions the informer is concerned with I2 and how to get there, I3. The module also prepares the way for Module #8 which focuses on the utilities by which people assess the value of information, i.e., how it helped.

Waker-uppers: This exercise has been designed so it can be used over again in abbreviated versions as a change of pace and as a waker-upper at any point in the workshop. One could start a morning session, for example, by playing one abbreviated round with one guesser who does the guessing and then explains his informing process. The exercise could also be used with other stimuli than words and definitions. Here are some suggestions:

- A knower could tell a guesser how to tie a knot with the knower sitting on one side of a table and the guesser on the other. The guesser could ask questions as needed. An observer would record the questions asked.

- A knower could tell a guesser how to draw an abstract figure which only the knower is able to see. The guesser can ask questions as needed. An observer records the questions asked.

- A knower knows the solution to a puzzle and the guesser tries to determine it. An observer records the guesser's questions.

INFORMING FOR ACTION (handout)

DEFINITION CARDS

BOUSE (rhymes with house) verb -- nautical term To pull or haul with a tackle.	CENOTAPH (sen' o taff) noun An empty tomb or a monument in honor of a person buried elsewhere.	DRUGGET (drug' et) noun A coarse cloth used as a lining or covering for carpets or furniture.
ESTOVERS (es toe'verz) plural noun -- legal term Necessary supplies; espec., a) wood allowed a tenant for fuel, repairs, etc., b) alimony allowed a woman who has obtained a divorce.	KAKEMONO (ka' ke mō nō) noun -- Japanese A picture or writing on silk or paper, suitable for hanging, and usually having a roller at its lower edge.	MANEGE (ma nezh') noun 1. A school for teaching horsemanship, and for training horses, a riding academy. 2. Art of horsemanship; also the paces of a trained horse.
MORT noun A salmon in its third year.	PYXIS (pik' sis) noun A boxlike vase, generally cylindrical and furnished with a cover. (Alternate meaning: a box; a jewel case)	QUERN (kwurn) noun A primitive hand mill for grinding grain; a small hand mill for grinding spices.

INFORMING IN ACTION (handout)

DEFINITION CARDS

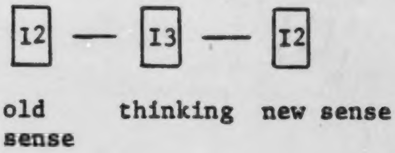
TAMARU (ta' ma rou, rhymes with cow) noun A small dark sturdily built buffalo, native to the Phillippine Island of Mindoro.	**THALASSIC (tha las' ik)** adjective Pertaining to the sea or ocean; -- sometimes distinguished from oceanic, as applying especially to seas, gulfs, etc.	**VETIVER (vet' i ver)** noun An East Indian grass cultivated in the tropics & in Louisiana; also, its fragrant roots, used for making mats and screens, and yielding an essential oil used for perfume.
WALLYDRAG (wāl' i drag) noun A feeble, undergrown, or slovenly creature; the youngest of a brood.	**XANTHIC (zan' thik)** adjective Pertaining to, or tending toward a yellow color; specifically (botanical) designating flowers with some tint of yellow.	**YATAGHAN (yat'a gan)** noun A long knife, or short saber, without a cross piece, common among Mohammedans.

INFORMING IN ACTION (handout)

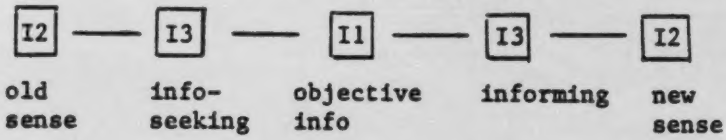
DISCUSSION GUIDE SHEET

INFORMATION$_1$	Objective information, facts, data, reality
INFORMATION$_2$	Internal information, understanding, pictures, ideas, personal sense
INFORMATION$_3$	Informing procedures, how to make personal sense, how to see information, the how of making personal sense, the how of information seeking

When an individual is in a troublesome situation, e.g., the next step he's going to take is not clear, he needs to somehow inform himself and make a new personal sense (I2). However, the sense he already has is the place he starts. He may arrive at a new sense without doing any I1 seeking. If he does that, he has done what we sometimes call "thinking". Thinking is an informing procedure.



If the person decided to seek external information, he would still start with the sense he has already because he has no other place to start from. There are always a variety of ways to seek external information, and he may well want to seek information about those ways (I3) so that the information he obtains (I1) makes better sense to him (I2). In some cases, he will use an informing means (I3) which readily comes to mind. In either case, the means by which the individual seeks objective information is itself information in two senses: First, the means one chooses for seeking objective information have consequences for what kinds of objective information will be obtained; and, second, the informer may want to inform himself on the means themselves.



MODULE #8: THE BEST BOOK

Rationale: Traditionally, information systems have evaluated their service in terms of whether or not they have been successful either in delivering information or in delivering the various carrying units which hold information, e.g., programs, books. Thus, a library is concerned with circulation; a television station is concerned with viewer audience; a newspaper is concerned with readership. These are the ways in which practitioners have traditionally evaluated their own success. The individual client, however, is not concerned with circulation, viewer audience, or readership. Rather, the individual, who is bound into a troublesome situation, is concerned with his own movement through time-space. Has the individual made progress toward resolution? Has he controlled self? Has he figured out what kind of situation has to be negotiated? The individual client, therefore, judges whether or not he has been helped in terms of personal "utilities" -- understandings, reassurances, progresses, motivations, and so on. Since objective information (INFORMATION_1) has little to do with movement per se, the delivery of information is rarely used by the individual client as a utility for evaluating service. The client does not ultimately evaluate information in terms of whether or not it was very factual. Rather, the client goes beyond delivery and assesses if and how the information helped him move.

Purpose: THE PURPOSE OF THIS MODULE IS TO CREATE AN AWARENESS THAT:

a) THE INDIVIDUAL CLIENT EVALUATES INFORMATION IN TERMS OF WHETHER OR NOT THAT INFORMATION HELPS HIM MOVE THROUGH TIME-SPACE;
b) THE RECEIPT OF INFORMATION PER SE IS RARELY USED AS A MEANS OF ASSESSING HELP;
c) THE VARIOUS WAYS IN WHICH PEOPLE ASSESS WHETHER OR NOT THEY HAVE BEEN HELPED PROVIDE ALTERNATIVE MEANS BY WHICH PRACTITIONERS CAN ASSESS THEIR OWN EFFECTIVENESS.

References: The concept of "utilities", or the various means by which people assess whether information helped, is introduced in the Phase I report, Chapter II, pages 93-95. It is further expanded in Chapter III, pages 115-116. Chapter XII includes an analysis of the "utilities" reports in the results of Tables 12-10, 12-11, and 12-22. Chapter X also includes an analysis of how respondents evaluated the helpfulnesses, i.e., utilities, of various behavioral approaches, or tactics, they used in facing their situations. For this analysis, see Table 10-23. The content analysis scheme developed to tap respondent assessments of how information helped is reported in Appendix E, pages E194-E208.

THE BEST BOOK (continued)

No. of participants:
6 to 36

Estimated time for module:
45 minutes

Instructional style:
Individual paper & pencil exercise
Dyadic discussion
Full group discussion

Room arrangement:
Standard (see Chapter II)

Supplies needed:

- * PARTICIPANT ANSWER SHEET: one copy per participant
- * HOW PEOPLE WERE HELPED handout: one copy per participant
- * Newsprint sheets: one per participant
- * Broad-tipped black felt pens: one per two participants

Attached handouts:
PARTICIPANT ANSWER SHEET (one page)
HOW PEOPLE WERE HELPED (one page)

Advance preparation:
Duplicate handouts listed above.

Directions: (Estimated times are indicated in parentheses.)

1. Hand out the PARTICIPANT ANSWER SHEET to each participant. Tell the participants to fill in the top part of the answer sheet, the part in the box. (10)

2. Explain to the participants that they will be paired with a neighbor to discuss their answers more fully. Specifically, they are to probe their partner's answer to the question "How did the book help you?" until the answer can be pushed no further. This process should be illustrated with a participant chosen randomly. (5)

AN EXAMPLE OF AN INTERACTION

The participant answered: The book helped me because it told me how historians do their job.

THE PROBE QUESTION: And how did that help?

The participant answered: It helped me know what kind of problems they face.

THE PROBE QUESTION: And how did that help?

The participant answered: It helped me understand how their work compares to mine.

THE PROBE QUESTION: And how did that help?

The participant answered: It gave me a better idea of how to do my own work.

THE PROBE QUESTION: And how did that help?

The participant answered: That's it.

In the dyads, one participant is to ask the probe questions for the other. Then the roles are to be reversed. When each participant's answer has been probed as far as possible, the final answer is to be put, in large print, on the newsprint sheet.

3. Have participants pair up with a person sitting next to them. If there is an odd number, form a three-person group. Or, the leader can become a dyad member. Hand out newsprint sheets and felt pens. (10)

4. When the dyads have completed their task, post the newsprint sheets around the room. Have participants walk around reading answers and taking notes on the different kinds of answers they see. (5)

5. Reconvene the full group to discuss the results. Possible discussion questions include: (5)

    * What did you see? How did you ultimately evaluate the helpfulness of your best book?

    * Did any of the "helps" posted refer to the value of factual information per se? Why not?

6. Distribute the HOW PEOPLE WERE HELPED handout and explain that it is a list of "helps" that general population adults listed for the information they found while facing a recent troublesome situation. Continue discussion: (10)

    * Are there similarities between your answers and the ones given for everyday information seeking by average adults? What are these similarities?

THE BEST BOOK (continued)

- * What implications does all of this have for the evaluation of your effectiveness on the job? For the evaluation of the effectiveness of your system?

Logic of module: The module places the participants in the role of a respondent and presents them with essentially the same question faced by the Phase I respondents: "How did it help?" When probed, this question unearths the "utilities" people use for evaluating whether or not information, behavior, or any acitivity has helped them.

THE BEST BOOK (handout)

PARTICIPANT ANSWER SHEET

First, think of the BEST BOOK you've ever read. If that covers too many years, think of the BEST BOOK you've read recently.

TITLE OF BOOK:_____________________________________

WHY IS THIS BOOK A BEST BOOK FOR YOU?____________

____

____

Now think about that BEST BOOK for a moment. In particular, think about how that book helped you.

HOW DID THE BEST BOOK HELP YOU?__________________

____

____

/ANSWER THE QUESTIONS BELOW AFTER BEING PAIRED WITH ANOTHER PARTICIPANT/

AND HOW DID THAT HELP?__________________________

____

____

AND HOW DID THAT HELP?__________________________

____

____

AND HOW DID THAT HELP?__________________________

____

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AND HOW DID THAT HELP?__________________________

____

____

THE BEST BOOK (handout)

HOW PEOPLE WERE HELPED

Three hundred general population adults were asked what kinds of things they tried to learn, find out, or come to understand while facing troublesome situations. They were then asked how these "things" helped. A report of the "helps" they named provides a catalog of the bases people use for assessing whether or not they have been helped. In all, 200 answers were obtained from the sample. The percentages listed indicate the proportion of answers in each category.

IT HELPED ME GET A RESOLUTION/MAKE PROGRESS TO A RESOLUTION	
...resolved my situation	14.0%
...pointed to a resolution	9.0
...led to long awaited action	0.0
...things changed for better	3.0
...helped me make a decision	4.5
...helped me accept lack of resolution	0.5
IT HELPED ME PLAN/DEVELOP A STRATEGY/USE RESOURCES	
...helped me understand what moves to make	6.5%
...increased my options/found better options	2.0
...learned when to do things	0.0
...learned how to do things	1.0
...reduced my options/eliminated alternatives	3.0
...helped me plan in general	3.0
...gave me more time	0.5
...saved time and/or money	0.5
...helped me predict/plan for future	3.0
IT HELPED ME GET CLARIFICATION/UNDERSTANDING	
...helped me understand what the situation is like	15.5%
...get a new/better/fresh view	3.0
...get insight into people	4.0
...clarify my goals	1.5
...led to thinking	2.5
...get two sides of the picture/a more objective view	0.0
...explained the reasons why things happened	0.0
...provided expert input	1.0
...provided information	2.0
...provided other understanding/clarification	0.5
IT HELPED ME GET SUPPORT/REINFORCEMENT/ENCOURAGEMENT	
...helped me get motivated to continue	1.0%
...provided moral support/reassurance/encouragement	2.0
...learned the ideas/opinions/thoughts of other people	2.5
...provided human contact/social support	0.0
...confirmed my own views/picture	0.5
IT HELPED ME GET CONTROL OF EMOTIONS/CONTROL OF SELF	
...calmed me down	7.5%
...relieved the pressure	0.0
...led to self control	3.0
...let me take mind off situation	0.5
...provided other control of self	0.5

* Data from Dervin, Brenda et al., The Development of Strategies for Dealing with the Information Needs of Urban Residents: Phase I -- Citizen Study. Final report on Project No. L0035JA, Grant No. OEG-0-74-7308 to U.S. Department of Health, Education, and Welfare, Office of Education. April 1976. Of the 200 answers, 2.0% were too ambiguous to be coded above.

MODULE #9: THE CLIENT ALWAYS WINS

Rationale: When a client intersects with a practitioner, the client continues to be in control in the situation. The client will decide what to do after leaving the practitioner. The client will evaluate whether the practitioner has been helpful or not. The practitioner not only has no control over the client in his situation, but also has no knowledge, in most cases, of the client's evaluation of the interaction. The concept of the client being in control of his situation is basic to the client-in-situation approach. However, respondents in the Phase II practitioner study found this concept difficult to accept.

Purpose: THE PURPOSES OF THIS MODULE ARE TO CREATE AN AWARENESS THAT:

a) EVALUATION OF AN ENCOUNTER WITH A PRACTITIONER IS PERFORMED BY THE CLIENT;
b) THE CLIENT WILL DETERMINE WHAT WILL BE DONE WITH INFORMATION RECEVIED FROM THE PRACTITIONER.

References: The concept of the client being in control in his situation is so basic to both the Phase I and Phase II studies that referring to specific passages containing the concept is difficult. Certainly, the premises of individuality and situationality lead to the conclusion that only the client can determine what information is helpful to him in his situation and what move he should make next. These premises are introduced in the Phase I report on pages 86-88 of Chapter II. The findings regarding the evaluation of information or of various behavioral approaches by the respondents are also relevant. These findings indicate that the client will evaluate the helpfulness of information found or behavioral approaches attempted in terms of how they helped in the client's situation, not in their own right. These findings are in the Phase I report, Chapters X and XII. For a report of practitioner reactions to the concept of client in control, see the Phase II report, Chapter X, pages 328-331.

No. of participants:
6 to 36

Estimated time for module:
60 minutes

Instructional style:
Observation of scripted role-play
Individual paper & pencil exercise
Small group discussion
Full group discussion

Room arrangement:
Standard (see Chapter II)

THE CLIENTS ALWAYS WINS (continued)

Supplies needed:

- * Four of the eight SCRIPT sheets, in a packet: one packet per participant
- * DISCUSSION SHEET: one copy per participant
- * INTERCHANGE RATING FORM: one copy per participant

Attached handouts:

SCRIPT, INTERCHANGE #1
SCRIPT, INTERCHANGE #2
SCRIPT, INTERCHANGE #3
SCRIPT, INTERCHANGE #4
SCRIPT, INTERCHANGE #5
SCRIPT, INTERCHANGE #6
SCRIPT, INTERCHANGE #7
SCRIPT, INTERCHANGE #8
} Four of the eight SCRIPTS to be collated in a packet (four pages)
DISCUSSION SHEET (one page)
INTERCHANGE RATING SHEET (one page)

Advance preparation:

Duplicate and collate handouts, as designated above. SCRIPTS should be selected to fit the particular audience of the workshop.

Directions: (Estimated times are indicated in parentheses.)

1. Hand out the INTERCHANGE RATING FORM to the participants and explain that they will observe some brief transactions between practitioner and client. After each interchange, they will be given time to rate the interchange on the form. (5)

2. The presentation and rating of interchanges should proceed as follows: (15)

    a. The trainer selects eight volunteers as readers (or trainers serve as readers). Each interchange will require two readers: a client and a practitioner.

    b. Before each interchange, the trainer should give the interchange number and should read the first line of the interchange, such as "Client approaches a reference desk."

    c. At the end of each interchange, the trainer should repeat the interchange number and allow time for rating on the form.

3. Form small discussion groups with about 4-6 participants per group. Hand out the DISCUSSION SHEET and a SCRIPT packet to each participant. (20)

THE CLIENT ALWAYS WINS (continued)

4. Reconvene the large group. Hear small group reports. Record major findings of each group on a flip chart, overhead projector, or blackboard. (20)

Logic of module: This module creates an awareness of the degree to which the client is in control in his situation by presenting a series of unremarkable client-practitioner interchanges. Participants find that, even though they can observe the interchange directly, they cannot tell how the client would evaluate the interchange, cannot explain why the client evaluated the interchange as he did, and cannot tell what the client would do next in his situation. Group discussion then focuses on how practitioners can better determine how clients respond to interchanges and on "helpfulness" as a criterion for evaluation.

THE CLIENT ALWAYS WINS (handout)

SCRIPT, INTERCHANGE #1

Client approaches reference desk

C: Could you tell me where I can find books on, uh, the American family.

P: If you could tell me what you're looking for, perhaps I could be more help.

C: I'm not sure myself. I just thought I'd browse.

P: I see. Well, those books would tend to be (pointing) in that section of stacks. But you might also want to look in the card catalog under "FAMILY".

C: Thank you.

Client scans a while and comes back.

C: I think I have a clearer idea now. Where will I find books on the education of high school students, the courses they take.

P: (after checking in card catalog and walking over to stacks) Those would be in this stack section. Yes, beginning here on the third shelf.

C: Thank you. (Waits until the practitioner leaves before looking at the books. Selects a book, and leaves.)

WOULD THE CLIENT SAY THE PRACTITIONER HAD BEEN HELPFUL OR NOT?
This client did not obtain the material wanted, and so the client would not say that the practitioner had been helpful.

WHY, IN THIS SITUATION, WAS THE PRACTITIONER NOT HELPFUL?
This client wanted information on birth control, but religious training made that an impossible subject to ask about directly. The client tried to think of related areas to ask about (family life might lead to family planning, education for high school students might lead to sex education) in the hope that books on birth control might be shelved close by. Embarrassment prevented the client from thinking to look directly in the card catalog. Finally, the client took a book from the shelf so that the practitioner would think that the request had been satisfied.

WHAT DID THE CLIENT IN THIS SITUATION DO NEXT?
The client tried browsing in a bookstore.

THE CLIENT ALWAYS WINS (handout)

SCRIPT, INTERCHANGE #2

Client approaches reference desk

C: Good morning. I'm looking for some information on solar heating...

P: (Quickly) Are you thinking of heating a home or a large building?

C: A home.

P: Are you interested in a solar heating system for a new home or an existing home?

C: My present home.

P: I think we have something that just came in. Yes, here it is. A survey of different methods of providing solar heating for existing housing.

C: Thank you very much. I'm sure this is just the thing.

WOULD THE CLIENT SAY THE PRACTITIONER HAD BEEN HELPFUL OR NOT?
The client did not feel fully helped by the practitioner.

WHY, IN THIS SITUATION, WAS THE PRACTITIONER NOT HELPFUL?
The client wanted a presentation on the physics of solar heat transfer. Until the client understood the physics, the various technologies would make no sense. However, even though the client felt that it was important to be polite, the client was also very impatient. If the practitioner did not get the client's idea immediately, the client had no more time to spend "educating" the practitioner. The client will just thank the practitioner effusively and try another approach without the practitioner.

WHAT DID THE CLIENT DO NEXT IN THIS SITUATION?
The client went to the Physics Department at a nearby university.

THE CLIENT ALWAYS WINS (handout)

SCRIPT, INTERCHANGE #3

Client approaches reference desk

C: Uh, do you have, uh, some information on, uh, cold sores?

P: I'm sure we do. We seem to have had several questions about that lately. Just what would you like to know?

C: Oh. Uh, I don't know. How you get them, what to do about them, something like that.

Practitioner gets a book for the client.

Client just glances at the book, says "Thank you," and leaves.

WOULD THE CLIENT SAY THE PRACTITIONER HAD BEEN HELPFUL OR NOT?
The client felt that the practitioner had been very helpful.

WHY, IN THIS SITUATION, WAS THE PRACTITIONER HELPFUL?
The client had a cold sore and was embarrassed about it. When the practitioner said, "We seem to have had several questions about that lately," the client could feel that having a cold sore was O.K. and did not need any more information about it. The client knew that the next thing to do was to go to a clinic, not read further -- so the client just glanced at the book to be polite.

WHAT DID THE CLIENT DO NEXT IN THIS SITUATION?
The client went to a clinic for treatment.

THE CLIENT ALWAYS WINS (handout)

SCRIPT, INTERCHANGE #4

Client comes to an IRS tax information desk.

C: I'm trying to find out about tax allowances, deductions, for an office in my home.

P: In order to be helpful to you, I need to know some things about your circumstances. What is your present occupation?

C: I'm a salesman.

P: Do you sell on the road or from a store?

C: On the road.

P: Is the home office in this city?

C: No.

P: But you live in this city?

C: Uh, yes.

P: Is the home office more than 50 miles from your home?

C: Yes...I think I understand now. Thank you very much.

WOULD THE CLIENT SAY THE PRACTITIONER HAD BEEN HELPFUL OR NOT?
The client did not feel helped.

WHY, IN THIS SITUATION, WAS THE PRACTITIONER NOT HELPFUL?
The client had come in to the tax information office to get the facts about deductions for an office in the home. While this client wants to be conscientious about taxes, the client doesn't want to pay anymore taxes than necessary. As the practitioner asked more and more questions, the client began to be worried that the practitioner was trying to identify the client so that the client's tax return could receive special attention.

WHAT DID THE CLIENT DO NEXT IN THIS SITUATION?
The client left the IRS office quickly and continued to worry. Later that week, the newspaper carried a story on taxes that answered the original question.

THE CLIENT ALWAYS WINS (handout)

SCRIPT, INTERCHANGE #5

Client in conversation with high school job counselor

P: All right, we've talked about some of your likes and dislikes relating to possible jobs. Could you tell me, what would you like to be working as in five years?

C: I thought that I'd like working with computers, but I don't know what courses I should be taking while still in high school.

P: What kind of work with computers would you like?

C: Well, you know, telling the computer what to do, asking it questions.

P: You're right to be thinking about what kind of courses to take. We'll need to select courses that will prepare you for college or other training beyond high school.

C: College?

P: Yes, for example, let's look at your choices for courses next term. You should be in this college preparation track and should take these math courses to prepare you for work with computers. (fills out a schedule form for the student) This worksheet will tell you which courses to register for next term.

C: Thanks very much.

WOULD THE CLIENT SAY THE PRACTITIONER HAD BEEN HELPFUL OR NOT?
The client did not feel helped in making progress toward the goal of working with computers.

WHY, IN THIS SITUATION, WAS THE PRACTITIONER NOT HELPFUL?
The client feels that any training beyond high school, and particularly college, is impossible. The client feels that it is necessary to go to work immediately upon graduating from high school. Now, the client feels that the impossibility of being able to work with computers must be accepted.

WHAT DID THE CLIENT DO NEXT IN THIS SITUATION?
The client did not sign up for the courses the practitioner had indicated. The client signed up for courses in a vocational track that would be preparation for work right after graduation.

THE CLIENT ALWAYS WINS (handout)

SCRIPT, INTERCHANGE #6

Client approaches helping practitioner

C: I hope you can help me. I'm trying to get my mother into a nursing home and seem to keep running into obstacles.

P: Tell me about your mother.

C: Well, she's living with us now. She's not ill with any disease, but she's so old that she has difficulty getting around. We just can't keep up with her care any longer and feel that a nursing home is the best place to care for her.

P: What kind of obstacles have you run into?

C: Well, we can't afford to send her to any place expensive, and the places we might be able to afford have long waiting lists. The county home has space and is nice, but my mother still has some money left and would have to give that up if she went there. And besides, she doesn't want to stay any place that sounds like charity. We don't think she should continue to stay with us. but we can't find another place for her.

P: I can see that you've given some thought to this situation. Some churches operate nursing homes. Do you or your mother belong to a church?

C: No, we don't.

P: Could you possibly afford $1,000.00 a month for a home?

C: No.

P: Well, it seems that you've explored all your choices. Of course, if your mother becomes really ill, she can be admitted into the hospital and will be covered by her insurance. In the meantime, let us arrange for someone to visit you regularly to relieve some of the pressure on you.

WOULD THE CLIENT SAY THE PRACTITIONER HAD BEEN HELPFUL OR NOT?
This client felt helped by the practitioner.

WHY, IN THIS SITUATION, WAS THE PRACTITIONER HELPFUL?
The client had the goal of placing the mother in a nursing home and felt that some obvious ways of accomplishing this were being overlooked. The client went to the practitioner to overcome the obstacles in placing the mother. The practitioner interview infomed the client that all alternatives had been explored and that the obstacles could not be overcome. The problem had become a problematic, an unsolvable situation, and the client would just have to accept the way things were.

WHAT DID THE CLIENT DO NEXT IN THIS SITUATION?
The client returned home resolved to cope with this situation.

THE CLIENT ALWAYS WINS (handout)

SCRIPT, INTERCHANGE #7

Client to city agency practitioner

C: (agitated) There are always dogs running loose in my neighborhood. They get into my back yard -- knocking over garbage cans, digging in my flower beds, barking and waking me in the morning.

P: Are there dogs in your yard now?

C: You bet there. Why do you think I'm calling?

P: If you'll give my your address, I'll have an animal control truck sent out this morning.

C: I'm at 173 Compton Street, on the West Side.

P: Fine. I'll send this order to animal control right away. I'm sure that they'll be able to clear up this problem up for you.

WOULD THE CLIENT SAY THE PRACTITIONER HAD BEEN HELPFUL OR NOT?
The client would say, "not really."

WHY, IN THIS SITUATION, WAS THE PRACTITIONER NOT HELPFUL?
This client is bothered everyday by this problem. The city agency practitioner, in giving assurances about being able to help, did not seem to understand the problem. The dogs may be off the streets today, but they'll be back tomorrow.

WHAT DID THE CLIENT DO NEXT IN THIS SITUATION?
This client got a pellet rifle.

THE CLIENT ALWAYS WINS (handout)

SCRIPT, INTERCHANGE #8

Client with payment counselor in hospital

C: Boy, I don't understand why medical costs are so high. I know it was important for me to have that operation, but this bill is amazing.

P: Well, we would be glad to go over that statement with you and explain any items that are not clear.

C: Oh, I can read the numbers. I just want to know why they are such big numbers. I don't see why it should cost so much.

P: If you have a question about any specific item, I'd be glad to try to help you.

C: Well, some of these codes are confusing, but I suppose they're not really important. (pause) How do I arrange paying for this?

P: If you'll just give me the information requested on this form, I'll take care of it from there.

C: Here you are. Thank you.

WOULD THE CLIENT SAY THE PRACTITIONER HAD BEEN HELPFUL OR NOT?
The client did not feel helped.

WHY, IN THIS SITUATION, WAS THE PRACTITIONER NOT HELPFUL?
The client wanted to know the reasons for such high medical costs, the causes behind such high costs in general. The client did not want to know about the details on this particular statement.

WHAT DID THE CLIENT DO NEXT IN THIS SITUATION?
The client continued to complain about high medical costs to any willing listener and to try to inform himself on the reasons in that way.

THE CLIENT ALWAYS WINS (handout)

DISCUSSION SHEET

Your task as a small group is to discuss these questions, collate your responses, and prepare a report for the full group.

1. Why weren't the practitioners helpful more often?
2. Why didn't the practitioners learn about the clients' individual situations?
3. How can a practitioner determine whether an interchange has been helpful for the client or not?

   Can a practitioner determine how an interchange helped (didn't help) a client?
4. Who should judge whether a practitioner has been helpful?
5. Why isn't "helpfulness" used now as a measure for the evaluation of information services?

INTERCHANGE RATING FORM

INTERCHANGE #	WOULD THE CLIENT SAY THE PRACTITIONER HAD BEEN HELPFUL OR NOT?	WHY, IN THIS SITUATION, WAS THE PRACTITIONER HELPFUL (NOT HELPFUL)?	WHAT DID THE CLIENT DO NEXT IN THIS SITUATION?

MODULE #10: INFORMING FOR MOVEMENT

Rationale: The normative information delivery system emphasizes characteristics of clients and their situations which are removed from the time-space bound events which constitute unique troublesome situations. The Phase I and Phase II reports suggest that it is more useful to take a situational approach. One of the important situational characteristics developed in the Phase I report was the notion of differing movement states. Thus, an individual was seen as having a troublesome situation because in some way his movement is blocked or hampered. It may be that he can't continue to move through time and space because he has more than one road to travel and must choose between options (a DECISION SITUATION); or, he may know where he wants to go, i.e., has a goal, but his road is blocked by a barrier (a BARRIER SITUATION); or, he may see himself as worried and anxious and out-of-control, unable to choose any road or lacking roads (a WORRY SITUATION); or, he may see himself as having no control, not being able to do anything but having to be satisfied with the way things turn out (a PROBLEMATIC SITUATION); or, he may see himself as having to take a detour in order to inform himself and make new sense (a COMPREHENDING SITUATION). The individual may move through one or more of these movement states in the process of coping with a troublesome situation and he could well see himself as in more than one movement state at one time. At the point that he contacts a potential helper, he will have a history of movement, a current movement direction, and, perhaps, expectations for the future. It is in the context of these movement states that the individual asks questions in order to inform himself. In fact, it is because his movement is blocked or hampered that the individual needs to make a new kind of sense. The practitioner who recognizes these states will be in a better position to understand the kinds of questions the client has.

Purpose: THE PURPOSE OF THIS MODULE IS:

a) TO PROVIDE PRACTICE IN RECOGNIZING THE FIVE MOVEMENT STATES;
b) TO CREATE AN AWARENESS THAT THE QUESTIONS OF PEOPLE IN TROUBLESOME SITUATIONS ARE RELATED TO THEIR MOVEMENT STATES;
c) TO CREATE AN AWARENESS THAT QUESTIONS ARE REMOVED FROM AND DIFFERENT FROM THE WAYS IN WHICH INFORMATION SYSTEMS CURRENTLY ORGANIZE INFORMATION.

Reference: The client movement state typology is one aspect of situationality which was developed and discussed throughout the Phase I report. The typology is discussed in detail in Chapters III (pages 112-113), VII, and VIII. The relationship between the movement states and other situation variables is discussed in Chapters IX and XIV. Chapter XV examines respondent reactions to hypothetical situations which involve the various movement states. Chapter XII focuses on the different kinds of questions people in troublesome situations ask and the relationship of these questions to varying movement states. The Phase II report introductory chapter, Chapter II, details the need for a situational approach.

No. of participants:
Any number

Estimated time for module:
60 minutes

Instructional style:
Full group discussion

Room arrangement:
Standard (see Chapter II)

Supplies needed:
- THE FIVE SITUATION TYPES handout: one copy per participant
- SITUATION DESCRIPTION overheads: one overhead per situation
- THINGS PEOPLE TRIED TO FIND OUT handout: one copy per participant

Attached handouts:
THE FIVE SITUATION TYPES handout (one page)
SITUATION DESCRIPTIONS (one page attached; potential for 20 overheads)
THINGS PEOPLE TRIED TO FIND OUT handout (two pages)

Advance preparation:
1. Duplicate handouts listed above.

2. Prepare SITUATION DESCRIPTION overheads. Put one situation description in a box on the top of an overhead page. Underneath this box, put the words DECISION, BARRIER, WORRY, PROBLEMATIC, COMPREHENDING so that they can be uncovered one at a time. The overhead for a single situation description should look as follows:

description

DECISION
BARRIER
WORRY
PROBLEMATIC
COMPREHENDING

Directions: (Estimated times are in parentheses)

1. Pass out THE FIVE SITUATION TYPES handout to each participant. Allow time for reading the handout. Explain that the typology has been found to be a useful tool for identifying what an individual is trying to do in a situation and, therefore, the kinds of questions he potentially has. (5)

2. Project the first situation description overhead on the screen. In doing so, use a piece of paper to cover the names of the situation types. Allow participants time to read the description. Then, uncover the word DECISION. Ask participants to brainstorm the kinds of questions an individual who chose to treat this situation as a DECISION might ask. As participants respond, record answers on flipcharts and post filled newsprint sheets on the wall. Continue down the overhead uncovering BARRIER. What kinds of questions would an individual ask who chose to treat this situation as a BARRIER? Proceed to brainstorm and record the questions for each of the situation types. (10)

   IMPORTANT NOTE: When recording participant brainstorming responses, put all the DECISION responses on a page; all the BARRIER responses on a separate page and so on. When posting pages on wall, put all DECISION pages across all situations in one location; all BARRIER pages in another location and so on. The situation descriptions are not in themselves important. The questions for different movement states are the focus.

3. After the initial situation description, the brainstorming will go quickly. Go through the same process for each of a series of situation descriptions. (15)

4. Give participants time to review the questions that have been listed. (3)

5. Lead a full group discussion focusing first on the kinds of questions that were generated for the different movement states, i.e., situation types. During this discussion, emphasize the differences in questions asked depending on movement state. Make the central point that questions arise out of an individual's movement in time-space (either internal or external movement). (10)

6. Pass out THE THINGS PEOPLE TRIED TO FIND OUT handout. Explain to the participants that it is a category scheme used to organize the different kinds of questions people ask when facing troublesome

situations, a scheme organized to deal with implications for movement. Give some time for reading this scheme and relating it to the questions they generated themselves. (3)

7. Now ask participants what relationship this category scheme has to whatever category schemes are now being used in their institutions for storing and retrieving information. The discussion that follows could be organized around these questions: a) What kind of schemes do you now use in your institution? b) Do these schemes relate to individual movement states at all? c) Have you seen evidence of the mismatch between current category schemes and client questions? d) What are the implications of this discussion for the conduct of your job and for the organization of your system? (14)

Logic of module: This module is designed to bring the participants to an awareness of the limitations of most standard methods of categorizing information by having the participants immerse themselves in the kind of questionning done in various movement states.

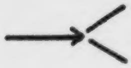
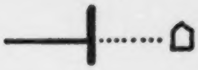
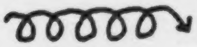
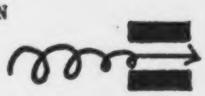
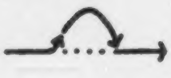
Waker-uppers: This module could be repeated, in miniature, at various points in the workshop to offer a change of pace and a quick waker-upper. To do so, use step 2 and delete the recording of responses.

INFORMING FOR MOVEMENT (handout)

THE FIVE SITUATION TYPES

Troublesome situations arise because, for one reason or another, an individual's movement through time and space can not proceed smoothly and unfettered. It is at these points of unsmooth movement (internal, in-the-head stops) that the individual has to make new sense in order to continue smooth movement. The kinds of questions an individual has in a troublesome situation depend on what kind of situation he sees himself in — on how he sees his movement as being blocked. In some cases, an individual may see himself as having too many possible roads to continue on; and in others, he may see himself as having none. He may see himself as having to travel a road he doesn't want to, or he may see his road as blocked. In other situations, he may see himself as having to take a detour in order to make new sense before continuing. As a person moves through a troublesome situation, he may move from one of these situation types to another. Or, he may see himself in more than one of these situation types at one time. At the point that an individual intersects with a practitioner (and, thus, becomes a "client"), the expectations he has for the kind of help the practitioner can provide will depend on where he sees himself in his situation, where he has been before, and where he hopes to go in the future.

The situation types described above include:

DECISION SITUATION		The individual sees himself as having more than one road to travel and needs to make a choice between options.
BARRIER SITUATION		The individual knows what road he wants to travel, i.e., has a goal; but something or someone stands in his way.
WORRY SITUATION		The individual sees himself as worried, anxious, and out of control and not being able to choose any road; perhaps having no roads to travel.
PROBLEMATIC SITUATION		The individual sees himself as having no control, not being able to do anything, but having to be satisfied with the way things turn out — in a sense, he is traveling a road not of his own choosing.
COMPREHENDING SITUATION		The individual sees himself as having to take a detour in order to inform himself and make new sense by coming to know something, understand, think, or get facts about someone or something.

INFORMING FOR MOVEMENT (handout)

SITUATION DESCRIPTIONS

1. Your client is unhappy with her job. She wants help finding a new one.
2. Your client is disturbed by his neighbors. They have loud parties that keep him awake, and he thinks their children are ruining his garden.
3. Your client has been trying for weeks to get his insurance company to pay his medical expenses. Now the hospital is threatening to call in a collection agency.
4. Your client has asked you for information about tenants' rights. It seems she's having trouble with her landlord.
5. Your client says her husband never tells her about their financial situation.
6. Your client needs to buy a new refrigerator.
7. Your client feels her son has been inappropriately placed in a technical program in high school. She's sure he is college material.
8. Your client says she is totally bored with housekeeping but her husband would have a fit if she took a job.
9. Your client is convinced that we're all being slowly poisoned by the fluoride in our water.
10. Your client is the mother of a sixteen year old girl who is unmarried and pregnant.
11. Your client is thinking of sending her children to summer camp.
12. Your client applied for a job and was turned down. He thinks he was unfairly rejected because of his age.
13. Your client is being sued for breach of contract and she doesn't even remember signing a contract.
14. Your client is having a hard time because he doesn't speak English very well. He thinks he's too old to learn it better.
15. Your client is concerned about the rising crime rate in his neighborhood. He's afraid to stay there but he's also afraid to move to a new and strange place.
16. Your client lives in a neighborhood school district that will begin bussing children to achieve racial balance in the fall.
17. Your client is new in town and is lonely.
18. Your client hates having her father-in-law living with her. She'd like to find a nice rest home for him but she can't afford to pay much.
19. Your client is thinking of joining the Marines because he can't find a job he likes and he doesn't like living with his parents.
20. Your client says he always feels depressed.

INFORMING FOR MOVEMENT (handout)

THE THINGS PEOPLE TRIED TO FIND OUT

Three hundred general population adults were asked what kinds of things they tried to learn, find out, or come to understand while facing troublesome situations. Of the respondents, 267 named up to four information things they tried to find out resulting in 397 items. This table lists the percentage of these 397 things which fall into each category.

ASSESS SITUATION/SYSTEM	
What are resources/services?	11.1%
Who are decision makers?	0.0
What are rules/laws?	5.5
What is system's structure/hierarchy?	1.3
Who/what else is in picture?	1.3
What are mandated responsibilities of agencies/people?	1.5
What is my role?	0.8
How well does system work?	3.3
What's the system/situation like generally?	3.0
Other	0.3

LEARN OPTIONS/ALTERNATIVES	
What is/are option(s)?	5.8%
What is/are better option(s)?	1.8
Which option will work/is best?	1.3
How do options compare? (non-cost criteria)	0.8
What does an option cost?	1.5
How do 2 or more options compare on cost?	0.3
What are my priorities?	1.5
What other ways could I think about his?	0.3
What alternatives are just right for me?	0.0
Other	0.0

LOCATE SELF/SITUATION/OTHERS IN TIME AND SPACE	
When should I do things?	0.8%
When can I do things vis-a-vis others?	0.8
When did others do things?	0.8
Will the situation be resolved?	1.5
If I do this, what are consequences?	2.3
If this happens, what will happen simultaneously?	0.3
Where should I do things?	1.3
Where did things happen?	0.5
What is the extent/boundary of something?	0.5
Other	0.8

INFORMING FOR MOVEMENT (handout)

LEARN REASONS/CAUSES/UNDERLYING MOTIVES/HISTORY	
What caused/what are reasons for these situations?	9.3%
What were their underlying motives/reasons?	7.3
What were my underlying motives/reasons?	1.5
What in my past serves as guideline?	0.8
What in their past serves as guideline?	1.0
Other	0.0

TURN TO OTHERS FOR THEIR IDEAS/OPINIONS/AGREEMENT	
Was I getting good information?	1.0%
Can I persuade others?	0.5
Are others aware of the situation?	0.8
Will someone just listen?	0.5
Do others agree with me?	2.3
What do others think/want me to do (informal sources)?	2.5
What do others think/want me to do (formal sources)?	0.8
What do mass media say about this?	1.0
Will someone do it for me?	0.0
Other	1.0

PROCEDURES FOR IMPLEMENTING SOLUTION/ DEALING WITH SITUATION	
What is best strategy?	1.8%
What information can I get?	8.8
What are directions for implementing solution?	5.5
How do you negotiate a system?	1.3
How do you balance things?	0.3
What are guiding principles?	0.3
What are religious principles?	0.8
How do you fight back?	0.0
What is the natural order of things?	0.5
Other	0.3

*Data from Dervin, Brenda et al., The Development of Strategies for Dealing with the Information Needs of Urban Residents: Phase I — Citizen Study. Final Report on Project No. L0035JA, Grant No. OEG-0-74-7308 to U.S. Department of Health, Education and Welfare, Office of Education. April 1976.

MODULE #11: SITUATION-FACING IN REVIEW

Rationale: Information practitioners are currently trained to focus on the formal information components of what a client tells them: What question does a client have that the information system can answer? In order to deliver information that can be useful to the client, however, the practitioner must attend to additional aspects of what the client can tell him. The practitioner must understand what type of situation the client sees himself as being in and how the type of situation will affect the client's information seeking. The practitioner should focus on what kind of sense the client is trying to make; what kind of questions he has. The practitioner needs to learn what kind of information the client is seeking: objective information, internal understanding, or procedures for obtaining information. He should also be aware of how the client will evaluate information given him; the practitioner should know how the client will evaluate whether he has been helped or not. These concepts of client-in-situation can be communicated in a number of ways: games, mini-lectures, readings, etc. One way of aiding the understanding of these concepts is by having practitioners apply the concepts to a personal situation.

Purpose: THE PURPOSE OF THIS MODULE IS TO PROVIDE PARTICIPANTS WITH:

a) A REVIEW OF CLIENT-IN-SITUATION CONCEPTS FROM THE WORKSHOP;
b) AN INCREASED AWARENESS THAT THE NATURE OF INFORMATION SEEKING IS BOUND UP WITH THE NATURE OF THE SITUATION AND THAT INFORMATION SEEKING IS A DETOUR;
c) AN AWARENESS OF HOW CLIENT-IN-SITUATION CONCEPTS APPLY TO THEIR OWN LIFE-FACING SITUATIONS;
d) A SENSE OF WHAT OTHER PARTICIPANTS ARE FOCUSING ON IN THE WORKSHOP.

References: The basic client-in-situation concepts are presented in Chapter II of the Phase I report. The information types concept is dealt with most fully there. The Phase I questionnaire is the model for the exercise format in eliciting the time line and the information things sought. The questionnarie is found in Appendix D of the Phase I report. Data on situation types are found in Chapter VIII, particularly in Table 8-10. Data on the information questions citizens had are found in Table 12-2 and on the utilities of information in Table 12-11.

No. of participants:
Any number

Estimated time for module:
55 minutes

SITUATION-FACING IN REVIEW (continued)

Instructional style:
Individual paper & pencil exercise
Full group reporting

Room arrangement:
Standard (see Chapter II)

Supplies needed:
- * SITUATION-FACING WORKSHEET: one copy per participant
- * SITUATION-FACING MATRIX: one copy per participant
- * FOUR CLIENT-IN-SITUATION CONCEPTS: one copy per participant

Attached handouts:
SITUATION-FACING WORKSHEET (one page)
SITUATION-FACING MATRIX (one page)
FOUR CLIENT-IN-SITUATION CONCEPTS (four pages)

Advance preparation:
Duplicate handouts listed above.

Directions: (Estimated times are indicated in parentheses.)

1. With the participants seated in a semicircle, hand out the SITUATION-FACING WORKSHEET. Explain that participants, working as individuals, are to recall a recent troublesome experience they faced. This situation can either be resolved or unresolved. If asked what a troublesome situation is, you can say, "For example, has anything come up where you needed help...or, where you didn't understand something... or, where you needed to decide what to do...or, where you were worried about something." Allow time for filling out the sheet. (15)

2. Then, hand out the FOUR CLIENT-IN-SITUATION CONCEPTS and the SITUATION-FACING MATRIX handouts. Explain that the FOUR CLIENT-IN-SITUATION CONCEPTS handout will explain how to use the MATRIX. Allow time for reading and filling out the matrix worksheet. (20)

3. When participants have finished completing the worksheets, ask each participant to make a note of:

   THREE IMPORTANT LEARNINGS ABOUT MY OWN SITUATION-FACING
   THAT I LEARNED IN THIS EXERCIXE.

   Put this question on the overhead. Give participants a few minutes to think about this. (10)

4. Going quickly around the room, in order, have participants read off one important situation-facing learning, then go around the room again eliciting any additional learnings that have not been covered. (10)

SITUATION-FACING IN REVIEW (continued)

Logic of module: This review module focuses on four key client-in-situation concepts: situation type, information questions, information types, and information utilities. As designed, the module is intended for use after Modules #7-10. In particular, this module asks each participant to think of a recent troublesome situation and to review their own informing activities in that situation. This module is designed for application of the client-in-situation concepts on a personal basis. The next module, #12, is designed for broader professional applications. The review in this module is structured so that each participant individually applies client-in-situation concepts to a recent situation.

SITUATION-FACING IN REVIEW (handout)

SITUATION-FACING WORKSHEET

The purpose of this worksheet is to help you recall in some detail a recent troublesome experience that you faced. The worksheet is for your use only. You will not be asked to reveal anything recorded here.

First, you should identify a problem, worry, or concern you've had in the past month. Write a brief description of the situation here:

____

____

Now, think back over everything that happened when you were dealing with this situation. Try to recall all the steps that occurred -- the things you did, the things that others did, the things that just happened. Record here the one thing that you remember best that happened while you were dealing with this situation, the one event that stands out in your mind:

____

____

Now, think back over this situation to all the things that you remember best that happened before this event. Record, in order, the steps that happened before this event. Please number the steps:

____

____

____

____

Now, starting from the point you remembered best, try to remember everything that occurred after that point. Record the steps that happened after this, right up to the present. Please number the steps:

____

____

____

____

In dealing with troublesome situations, many people try to find out things, or learn things, or come to understand things that they feel will help them. Please place an X next to the steps where you tried to find something out or come to learn or understand something.

SITUATION-FACING REVIEW (handout)

SITUATION-FACING MATRIX

WHAT WAS IT THAT YOU TRIED TO FIND OUT?	A. WHAT TYPE OF SITUATION WAS IT AT THIS POINT?	B. WHAT KIND OF INFORMATION QUESTION DID YOU HAVE?	C. WHAT TYPE OF INFORMATION WAS THIS? I_1, I_2, or I_3?	D. HOW DID IT HELP? (or) WHY DIDN'T IT HELP?
1.				
2.				
3.				
4.				
5.				
6.				
7.				

SITUATION-FACING IN REVIEW (handout)

FOUR CLIENT-IN-SITUATION CONCEPTS

In examining your own life-facing situation, there are any number of aspects you could attend to. In this exercise, we will concentrate on four aspects: situation types, information questions, information types, and helping and non-helping information utilities.

> On the SITUATION-FACING WORKSHEET, you placed an X by each of the steps where you tried to find something out or come to learn something. On the SITUATION-FACING MATRIX, there are spaces on the left labeled "WHAT WAS IT YOU TRIED TO FIND OUT?" Please list each thing you tried to find out in these spaces.

As an individual moves through a troublesome situation, he may see it in different ways at different times. He may see it as a situation in which he must choose between two or more options or alternatives. Or, he may see it as a situation in which his progress is blocked. Or, he may be worried, anxious, or unable to control what happens. Or, he may see himself in a situation in which he must just accept the way things turn out. Or, he may need to stop to make sense of the situation, get facts, or learn something. The individual may see his situation as a combination of types.

A. SITUATION TYPE

DECISION - Some individuals want to make a choice between two or more options or alternatives.

BARRIER - Some individuals know what they want to do, but obstacles or barriers stand between them and their goals.

WORRY - Some individuals see themselves as anxious and unable to control things in their situations.

PROBLEMATIC - Some individuals see themselves in situations where there is nothing they can do and they have to be satisfied with the things turn out.

COMPREHENDING - Some individuals see themselves in situations where they want to know something, understand, think, comprehend, learn, get facts, or be informed about someone or something.

> Please go back to the SITUATION-FACING MATRIX. How would you identify the situation type at each point you were seeking information? Was it a decision situation? a barrier situation? a worry situation? a problematic situation? a comprehending situation? or a combination of these? Please enter the answer in the column A, WHAT TYPE OF SITUATION WAS IT AT THIS POINT?

SITUATION-FACING IN REVIEW (handout)

In different situations, the individual may seek different kinds of information, ask different kinds of questions. The kinds of questions he asks will depend upon the kind of sense he needs to make. He may want to assess the situation or system he is in, to learn options of alternatives, to locate himself or others in time and space, to learn reasons and causes, to learn the ideas of others, or to learn procedures. The questions will differ according to what the individual wants to learn in his situation.

B. INFORMATION QUESTIONS

TO ASSESS THE SITUATION/SYSTEM - Some individuals try to learn about the situation or system -- what resources are available, what are the laws and rules, what is the structure of the system, who else is involved, how others and self are involved, or how well the system works.

TO LEARN OPTIONS, ALTERNATIVES - Some individuals already have goals and want to learn about possible options and comparisons of options, about their own priorities, or about the "best" options.

TO LOCATE SELF AND OTHERS IN TIME AND SPACE - Some individuals are concerned with timing and location considerations -- when and where to do things, what the future will be like, when and where others did things.

TO LEARN REASONS AND CAUSES - Some individuals are concerned with underlying reasons, causes, motives, and history -- why things happen, what others felt in the past, and what past experience is a useful guide.

TO LEARN THE IDEAS OF OTHERS - Some individuals want to get the ideas, opinions, or agreements of others -- what others think or want, or whether or not others agree.

TO LEARN PROCEDURES - Some individuals want procedures for dealing with their situations -- how to get through the system, how to implement a solution, how to balance and compromise, what strategy to use, or what information to find.

Please go back to the SITUATION-FACING MATRIX. In column B, WHAT KIND OF INFORMATION QUESTION DID YOU HAVE?, please list the appropriate category of information question for each thing you tried to find out. Were you trying to assess the situation or system? learn options, alternatives? locate others in time and space? learn reasons and causes? learn the ideas of others? or learn procedures?

SITUATION-FACING REVIEW (handout)

The type of information the individual is seeking can be characterized in another way. The individual can be seeking objective facts; he can be seeking to check his internal sense; or he can be seeking procedures for informing himself.

C. INFORMATION TYPES

INFORMATION$_1$ - Some individuals try to find out objective information, facts, data.

INFORMATION$_2$ - Some individuals try to reorganize or change their own internal information, understanding, perspective, motives and feelings.

INFORMATION$_3$ - Some clients try to find information about how to find either INFORMATION$_1$ or INFORMATION$_2$: How to find specific data, how to ask the right questions, how to think, how to learn, or how to get a new way of thinking.

Please go back to the SITUATION-FACING MATRIX. In column C, WHAT TYPE OF INFORMATION WAS THIS?, please indicate whether or not the things you tried to find out were INFORMATION$_1$, INFORMATION$_2$, or INFORMATION$_3$.

When an individual finds something out, learns something, or comes to understand something; it may or may not be helpful to him in his situation. When it is helpful, there are a number of ways it could help. It could help the individual make progress in his situation. It could help the individual plan, get clarification, get social support, or get self-control. When the information is seen as not helpful, there are parallel reasons why it did not help. It did not help the individual make progress, did not help the client plan, and so on.

D. HELPING INFORMATION UTILITIES

HELPS THE INDIVIDUAL MAKE PROGRESS - In the process of facing their situations, some individuals see information as helping them make progress toward resolving their situations.

HELPS THE INDIVIDUAL PLAN - In the progress of facing their situations, some individuals see information as helping them plan, locate resources, or save time or money.

SITUATION-FACING REVIEW (handout)

HELPS THE INDIVIDUAL GET CLARIFICATION - In the process of facing their situations, some individuals see information as helping them understand their situations, get fresh views or insights, learn reasons, clarify goals, or gain objectivity.

HELPS THE INDIVIDUAL GET SOCIAL SUPPORT - In the process of facing their situations, some individuals see information as helping them get motivated, gain reassurance and encouragement, or get social support.

HELPS THE INDIVIDUAL GET SELF-CONTROL - In the process of facing their situations, some individuals see information as helping them calm down, relieve pressure, take their mind off the situation, or control their own behavior.

NON-HELPING INFORMATION UTILITIES

DOESN'T HELP THE INDIVIDUAL MAKE PROGRESS - In the process of facing their situations, some individuals see information as not helping them make progress toward resolving their situations.

DOESN'T HELP THE INDIVIDUAL PLAN - In the process of facing their situations, some individuals see information as helping them plan, locate resources, or save time or money.

DOESN'T HELP THE INDIVIDUAL GET CLARIFICATION - In the process of facing their situations, some individuals see information as not helping them understand their situations, get fresh views of insights, learn reasons, clarify goals, or gain objectivity.

DOESN'T HELP THE INDIVIDUAL GET SOCIAL SUPPORT - In the process of facing their situation, some individuals see information as not helping them get motivated, gain reassurance and encouragement, or get social support.

DOESN'T HELP THE INDIVIDUAL GET SELF-CONTROL - In the process of facing their situations, some individuals see information as not helping them calm down, relieve pressure, take their mind off the situation, or control their own behavior.

Please go back to the SITUATION-FACING MATRIX. For each thing you tried to find out, draw a large X in column D if you were not successful in finding it out. For the remainder of the things you tried to find out, first indicate for each thing whether it "helped" of "didn't help." Then list the appropriate category of helping (non-helping) for each thing. Did it help (not help) you make progress? plan? get clarification? get social support? get self-control?

MODULE #12: FORGET-ME-KNOTS

Rationale: The modules are designed to provide participants with many ideas and perceptions in a short period of time. It is also important to provide participants with the means to assimilate their new knowledge in a way that is meaningful to them. The Phase II report concluded with the recommendation that the uniqueness of each practitioner (the practitioner-in-situation) be taken into account in their training. Unless participants are encouraged to make personal sense out of the workshop, no lasting effects can be expected.

This module is designed to provide a mechanism by which participants can inform themselves, make their own sense. It also results in a set of reminders, phrased in their own words, which can be used on the job to reinforce the workshop training.

Purpose: THE PURPOSE OF THIS MODULE IS:
a) TO ENCOURAGE PARTICIPANTS TO MAKE PERSONAL SENSE OUT OF THEIR "LEARNINGS" AND
b) TO PROVIDE THE PARTICIPANTS WITH REMINDERS THAT CAN BE USED AFTER THE WORKSHOP IS OVER.

References: This exercise draws on all of the concepts from the Phase I and Phase II reports that are taught during the workshop. The concept of practitioner-in-situation is introduced on p. 403 in the Phase II report.

No. of participants:
Any number

Estimated time for module:
30 minutes

Instructional style:
Individual paper & pencil exercise
Full group discussion

Room arrangement:
Standard (see Chapter II)

Supplies needed:
* 3 x 5 cards in a distinctive color: 25 per participant
* Ball point pens in a distinctive color: one per participant

Advance preparation:
Divide cards into packets of 25 cards: one packet per participant

Directions: (Estimated times are included in parentheses.)

1. Distribute card packets and pens, one to each participant. (5)

FORGET-ME-KNOTS (continued)

2. Explain to participants that they will use these cards as reminders to themselves. On one side of the card they are to write a "forget-me-knot" -- a short suggestion or order to themselves of something they have learned during the workshop that they want to remember in the future and use in their professional lives. This side is the public side and participants will be asked to read the public sides of their cards at various intervals during the workshop. On the back of the cards participants should write notes that help them make personal sense of the "forget-me-knots." These notes can be very personal, e.g., remember that disaster you created! The note side of the cards is completely private and participants will not be asked to reveal them. (5)

AN EXAMPLE OF A CARD

(public side)

INFO$_1$ is not enough.

(private side)

- *Remember Sally whom I did not help!
- *Info$_1$ is useless unless a person has been able to make personal sense.
- *Facts aren't the only kind of information.

FORGET-ME-KNOTS (continued)

3. Have participants write out 2 or 3 cards. They may want to record the most important learning from the last module completed. Explain that there are two purposes to the cards. The first purpose is to have participants record their own sense of workshop concepts. The second purpose is to produce a personal deck of professional flash cards. The cards can be used on the job as reminders of concepts that can improve effectiveness. Perhaps participants on the job could flip through the deck at the beginning of the day. Or, they could have the deck on the top of their desk so that the FORGET-ME-KNOT on the top card could serve as a reminder. The top card could be chosen randomly. (10)

4. Have each participant read one card aloud. (5)

5. Ask participants to continue filling out cards as the workshop progresses. Explain that they will be asked, from time to time, to read more cards. (5)

Logic of module: Based on the concept of the need for participants to make their own sense, this module asks participants to, first, identify which learnings are important for them; second, phrase those learnings in the form of "orders to myself"; and third, explain for themselves what each "order" means to them as practitioners. The module also attempts to provide an explicit means of extending the training impact to the practitioner's on-the-job situation.

Waker-uppers: As noted above, this exercise has been designed so that the "forget-me-knots" cards can be read throughout the workshop. This can be done by having each participant in turn select a card and read the public side.

MODULE #13: ACCIDENT PREVENTION

Rationale: Communication accidents will always occur when the participants in an interaction can move freely and cannot be perfectly predicted or known. However, some accidents can be prevented and the effects of accidents can be reduced by increased skill at the selection and use of communications. In particular, practitioners can become more aware of the kinds of accidents that are likely to occur on the job and of how to prevent or ameliorate them. This module requires participants to analyze accidents in terms of common features and to consider how to prevent or reduce the effects of the kinds of accidents that are identified.

Purpose: THE PURPOSE OF THIS MODULE IS:

a) TO CREATE AN AWARENESS THAT COMMUNICATIONS BEHAVIORS ARE TOOLS FOR ACCIDENT PREVENTION;
b) TO APPLY THE COMMUNICATION ACCIDENT CONCEPT TO THE WORK SITUATION;
c) TO INCREASE AWARENESS THAT ALTHOUGH SOME ACCIDENTS MIGHT BE PREVENTED, THERE WILL ALWAYS BE ACCIDENTS.

(Note: This module is designed to be used in combination with Module #6. See Module #6 for instructions.)

References: The concept of examining communication accident reports for the purpose of preventing future accidents is Richard Carter's. (Richard F. Carter, Control Foci, Unpublished paper, School of Communications, University of Washington, 1976; and Communication Accident Record, Unpublished class handout, School of Communications, University of Washington, 1976.) The report of practitioner communication accidents is found in Chapter IX of the Phase II report. An introduction to the notion of communication accidents is in the Phase II report, pages 68-71.

No. of participants:
6 to 36

Estimated time for module:
1 hour, 45 minutes

Instructional style:
Individual paper & pencil exercise
Small group discussion
Full group discussion

Room arrangement:
Standard (see Chapter II)

Supplies needed:
* COMMUNICATION ACCIDENT REPORTS (four per participant)
* DISCUSSION GUIDE (one per participant)
* Newsprint pad (one per small group)
* Broad-tipped felt pen (one per small group)

ACCIDENT PREVENTION (continued)

Attached handouts:
COMMUNICATION ACCIDENT REPORT (two pages to be cut in half to produce four report forms)
DISCUSSION GUIDE (one page)

Advance preparation:
Duplicate handouts, as designed above.

Directions: (Estimated times are indicated in parentheses.)

1. Explain that this exercise will emphasize the prevention of communication accidents. Remind the participants of the need for them to complete five COMMUNICATION ACCIDENT REPORTS from accidents occurring in the workshop. Allow time for the participants to fill out further ACCIDENT REPORTS. See Module #6 for instructions. (5)

2. Now, hand out four additional COMMUNICATION ACCIDENT REPORT forms to each participant and ask participants to fill in three or four additional reports for communication accidents from their jobs or recent experiences outside the workshop. Collect these new reports in the Accident box. Shake the box to mix the ACCIDENT REPORTS. (15)

3. Hand out a DISCUSSION GUIDE to each participant. Divide the participants into small groups of 4-6 members and randomly distribute all the ACCIDENT REPORTS from the box to the small groups. Each small group should receive approximately eight times the number of ACCIDENT REPORTS as there are participants in that group, e.g., if the group has five members, that group should be given 40 (8 x 5) filled-in ACCIDENT REPORTS from the Box. Distribute newsprint pads and felt pens to each group. At the end of the small group discussion period, have the groups post their newsprint sheets. Return the ACCIDENT REPORTS to the ACCIDENT BOX. (55)

4. Reconvene the large group to hear the small group reports. Keep the focus of the discussion on the behaviors that the practitioner can use to prevent or reduce the effects of communication accidents. (30)

Logic of module: This module builds on module #6 in which the concept of communication accidents is introduced and the collection of accidents is begun. This module begins with the collection of more accident reports from the work situation. The intention is to produce a large variety of accidents for analysis. Participants are then asked to turn from identifying individual accidents to characterizing kinds of accidents and suggesting how either to prevent them or to reduce their effects. The focus of the large group discussion is on the behaviors that can be used to reduce either the occurrence or damage of accidents. The intent of the Module is to increase participant awareness in preparation for the incremental practice of the use of communication behaviors in Modules #14 through 16.

ACCIDENT PREVENTION (handout)

COMMUNICATION ACCIDENT REPORT

Place of accident: ____________________ Time: __________

Number of other persons involved: __________

What you were trying to do: ______________________________

____

How accident occurred: ______________________________

____

____

____

Damage suffered: ______________________________

Estimated loss: ______________________________

cut here cut here

COMMUNICATION ACCIDENT REPORT

Place of accident: ____________________ Time: __________

Number of other persons involved: __________

What you were trying to do: ______________________________

____

How accident occurred: ______________________________

____

____

____

Damage suffered: ______________________________

Estimated loss: ______________________________

ACCIDENT PREVENTION (handout)

COMMUNICATION ACCIDENT REPORT

Place of accident:________________ Time:________________

Number of other persons involved:________________

What you were trying to do:________________________________

____

How accident occurred:________________________________

____

____

____

Damage suffered:________________________________

Estimated loss:________________________________

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cut here cut here

COMMUNICATION ACCIDENT REPORT

Place of accident:________________ Time:________________

Number of other persons involved:________________

What you were trying to do:________________________________

____

How accident occurred:________________________________

____

____

____

Damage suffered:________________________________

Estimated loss:________________________________

ACCIDENT PREVENTION (handout)

DISCUSSION GUIDE

Your task as a small group is to:

1. Examine the COMMUNICATION ACCIDENT REPORTS which you have been given.
2. From the set of accidents, identify at least three different, distinct kinds of accidents.
3. Describe these kinds of accidents generically: What characterizes each kind?
4. List the consequences of each kind of accident.
5. Brainstorm what to do when this kind of accident occurs, to reduce the damage.
6. Brainstorm what communication behaviors might have prevented this kind of accident.
7. Brainstorm conditions under which it might be difficult to prevent this kind of accident.
8. Write a report on the newsprint pad, using the following outline, for each kind of communication accident your group identified:

KIND OF ACCIDENT

A. Generic description of the kind of accident.
B. Consequences of this kind of accident.
C. What to do when this kind of accident occurs?
D. What behaviors might have prevented this kind of accident?
E. What conditions might make it difficult to prevent this kind of accident?

MODULE #14: TWO WAY RE-DO

Rationale: When the practitioner and the client meet, each comes bound in his own unique situation. The task of the practitioner and of the client is to align their views so that they can move together while coping with the client's situation. This alignment must be achieved through communications. However, since each participant in this communication process is unpredictable and unknown to the other, communication is not perfect; communication accidents occur. Communication accidents cannot entirely be prevented. It is inherent in the situation that they will occur. They can be reduced when the participants are skilled at using a variety of communication behaviors and at selecting which ones might be useful at a given moment. However, the practitioner must be aware that the utility of different behaviors is probabilistic, not deterministic: they will improve communication some of the time. The practitioner cannot be sure of success in advance. He can only increase his probability of successful communication by taking into account the conditions under which given communication behaviors should be selected.

Purpose: THE PURPOSE OF THIS MODULE IS:

a) TO ALLOW PARTICIPANTS TO SELECT AND TRY OUT PLANNED COMMUNICATION BEHAVIORS;
b) TO DEMONSTRATE THE EFFECTS OF PLANNING COMMUNICATION BEHAVIORS;
c) TO INCREASE AWARENESS OF THE PROBABILISTIC AND CONDITIONAL NATURE OF COMMUNICATION.

References: This module depends heavily on the work of Richard Carter. The term "accidents" as used here is his invention. The application of the concept to the client-practitioner interaction is explained more fully in the Phase II report, Chapter III (pages 68-71) and Chapter IX.

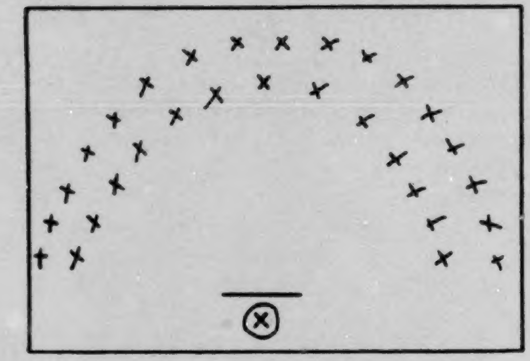
No. of participants:
Any number

Estimated time for module:
2 hours

Instructional style:
Individual paper & pencil
Full group discussion

Room arrangement:
Chairs should be arranged in two semicircular rows. A flip chart should be placed at the front of the room in such a way that one participant will be able to use it while completely hidden from the other participants but still in hearing range. People seated in the semicircles should not be able to see what is drawn on the flip chart. The room arrangement should look as follows:

TWO WAY RE-DO (continued)



Supplies needed:

- DISCUSSION SHEET: one copy per participant
- One newsprint pad on an easel
- Paper and pencils: one for every participant

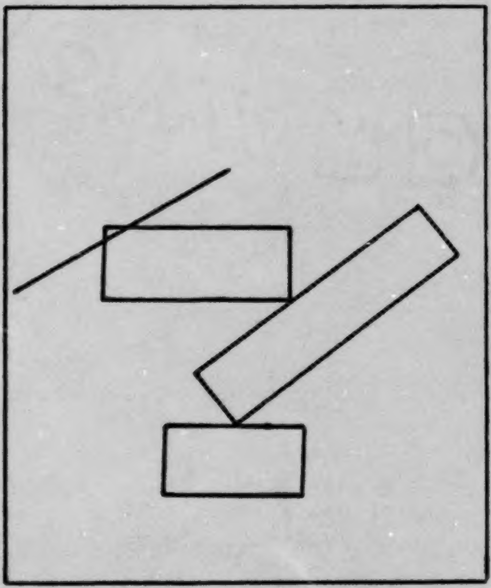
Attached handouts:

DISCUSSION SHEET (one page)

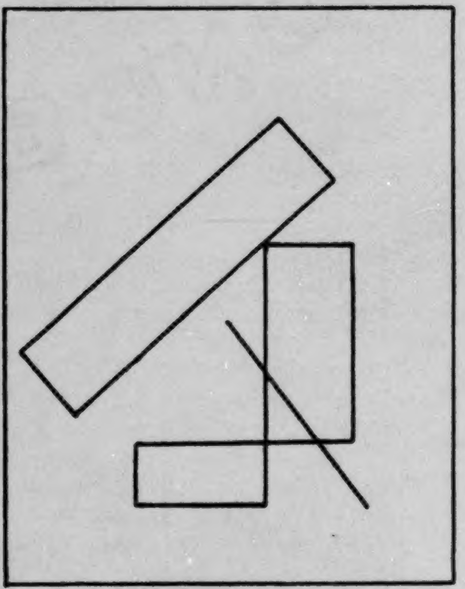
Advance preparation:

Reproduce the DISCUSSION SHEET handout.

Reproduce DRAWING "A" and DRAWING "B" on two different sheets of the newsprint pad on the easel. Each drawing should fill its page as in the following examples. Leave the newsprint sheets on the easel with DRAWING "A" covering DRAWING "B" and with the easel facing away from the participants. DRAWING "A" is to be used for Trial One and DRAWING "B" for Trial Two.



DRAWING "A"



DRAWING "B"

TWO WAY RE-DO (continued)

Directions: (Estimated times are indicated in parentheses.)

1. Have all of the participants seated in the two semicircles -- half in each. You will need to obtain a volunteer communicator and to give instructions for the exercise. (5)

   * Ask for a volunteer communicator ("someone who feels up to giving good instructions") from among those who are seated in the inside row.

     HINTS: Avoid eye contact with those participants whom you feel would have trouble being communicators. Maintain eye contact with any participants whom you feel would handle the situation well. In exceptional cases, when you want to make sure whom your communicator is (or is not), choose the "volunteer."

     Place the volunteer behind the flip chart with DRAWING "A" facing him.

   * Distribute paper and pencils. Explain that the volunteer communicator is going to describe a drawing that he is looking at and that the people on the inside row are going to try to duplicate the drawing from the communicator's instructions. Explain that while the people in the inside row are trying to do the drawing, the people in the outside row should focus on the communication process and should write down any communication accidents or breakdowns in the informing process that they see. Examples of such accidents might be:
     a) repetition of a question, indicating that someone didn't hear the answer the first time or was thinking of something else;
     b) unclear directions that needed clarification;
     c) the use of descriptive images that are not understood the same way by all people.

   * Explain that the people who are drawing should feel free to ask questions. Say, "In fact, you should not let the communicator continue with instructions until you are absolutely sure that you understand." Repeat this instruction for emphasis. Tell participants they are not to copy from their neighbors.

   * Explain to the participants that one of the leaders will monitor questions to the communicator and that people with questions should raise their hands.

2. Have the communicator start the instructions for Trial One. Have one leader monitor questions to the communicator. Have a second leader stand beside the communicator to give him moral support. A third leader, if available, should watch out for participants who may have questions unanswered (watch for frowns, etc.).

TWO WAY RE-DO (continued)

> HINTS: When more than one question comes at once, number off people for the order in which they can ask questions. Where needed, ask participants to not all talk at once. If a participant should get hostile at a repetitive question, simply say: "Well, this person doesn't understand that yet." If the communicator should get upset at the barrage, call a halt and tell everyone: "This is a difficult job. We all need to be patient. Remember, one of your jobs is to analyze what's going on not only up front but back among the participants as well." If the communicator should really get rattled, one leader can quietly help the communicator choose approaches to giving directions. Do this, however, only if the communicator is obviously overwhelmed.

Let the exercise run as long as necessary, until no participants have any remaining questions and the communicator has finished describing the drawing. (20)

3. Have the communicator emerge from behind the flip chart and have the participants give him a round of applause for completing a hard job. Show DRAWING "A" to the participants so that they can compare their drawings to it. Begin a discussion of the informing process. The format of the discussion should be as follows: a participant drawer or observer should identify a communication accident that occurred in trying to get the communicator's picture. After a number of accidents are noted on newsprint sheets, ask the participants: "In view of these accidents, what rules could you have followed that might have prevented some of these accidents and facilitated communication?" You should stress that these rules should benefit the group as a whole -- not just some individuals. A rule such as "A question should only be asked once so that it doesn't get boring" would be inappropriate because it is designed to protect the individual from boredom, not increase understanding for as many people as possible. Record the rules on newsprint sheets, number the rules, and post them on the wall. (20)

4. Have people in the back row move up to the front and those in the front row move to the back. Choose a second volunteer for Trial Two from those who are now in the front row. Place the volunteer behind the flip chart with DRAWING "B" facing him. (5)

5. Explain that the second round of drawing will not only have a different drawing but that it will also have an important difference in procedure. This time people are to stop the process when they

see that one of the rules on the wall would be useful at that point. Any of the participants, drawers or observers, can stop the process. The observers should be particularly aware of what is going on at the group level, and the people drawing should be aware of individual problems they are having that could be solved by employing a particular rule. In order to stop the process, a participant should stand up. When someone stands up, it is a signal for all questionning or instructing to stop. If more than one person stands up at once, number off people for the order in which they can make their suggestions. The participant who has stopped the process should explain what communication problem he has observed and suggest a rule to be used. He should then illustrate the use of the rule. The person for whom the rule was recommended should then try to use that rule. The rule that is suggested may come from the brainstormed list or may be one that a participant thought of at the moment. A leader should record the rules that were suggested for actual use during Trial Two on a newsprint pad as a guide for later discussion. Continue the exercise until all the questions are asked and the drawings are finished. (40)

6. Have the communicator emerge from behind the flip chart and have the participants give him a round of applause for completing a hard job. Show DRAWING "B" to the participants so that they can compare their drawings to it. Have the participants rearrange their chairs into a single semicircle for a full group discussion. Hand out the DISCUSSION SHEET. First, elicit observations of differences between the two trials. Then, ask for observations about specific rules that were used (Question #2 on the DISCUSSION SHEET). For each rule discussed, ask what conditions seemed to affect its success and under what conditions the participants would expect such a rule to be helpful. When the rules used in Trial Two have been discussed, move on to Question #3 on the DISCUSSION SHEET. For each rule suggested for practitioners on the job, ask under what conditions such a rule would be helpful. (30)

Logic of module: Previous modules (#6 and #13) focused on the identification of communication accidents and on the behaviors that might reduce them. This module, a repetition of a two-way communication exercise, focuses on the group observation of accidents as they occur and on group planning for communication rules to prevent them. Rules, here, are guidelines for the selection of communication behaviors. Participants try out different communication rules and assess their effects on communication. In particular, participants are directed to observe the conditions under which given rules may work. Finally, participants are asked to suggest probabilistic rules for communication with clients on the job. In addition to awareness, the module provides some initial practice in exerting communication control.

TWO WAY RE-DO (handout)

DISCUSSION SHEET

The main purpose of this discussion is to assess the effects of the communication rules employed in the second trial. The first trial provides us with a point for comparison.

1. What were the differences you observed between the two trials -- how were they different as communication processes? For example: Which was noiser? Which was more comfortable for participants? Which took longer? and so on.

2. How did specific rules change what people did and what happened? For each rule: Did the rule increase or decrease effective communication? Under what conditions would you expect such a rule to be helpful?

3. What are some specific rules a practitioner might use on the job to lessen or prevent communication accidents with clients? For each rule, under what conditions would such a rule be helpful?

MODULE #15: FLAG GAME

Rationale: The implementation of client-in-situation approach depends on the practitioner's skill in using communication behaviors as tools for interacting with the client in such a way that the practitioner is able to assess the client-in-situation and determine how to be helpful. The focus here is one of practitioner control of self: How and when to ask a question? How and when to make a point? How and when to listen? How and when to interrupt? Every moment of the client-practitioner interaction constitutes a behavioral event for the practitioner. He is doing something even if that something is not listening or worrying about things external to the situation. In order to implement the client-in-situation approach, the practitioner must become skilled at controlling his own communications, i.e., his behaviors.

Purpose: THE PURPOSE OF THIS MODULE IS TO:

a) CREATE AN AWARENESS THAT COMMUNICATION BEHAVIORS CAN BE CONTROLLED;
b) CREATE AN AWARENESS THAT A MINIMAL CONTROL OPTION IS WHETHER TO DO OR NOT DO SOMETHING;
c) PROVIDE SOME BEGINNING PRACTICE IN CONTROLLING COMMUNICATION BEHAVIORS.

References: The Phase I report introduces the notion of practitioner control of self in Chapter II, pp. 97-98, and develops it further in Chapter XVII, pp. 645-646. The notion that the client-in-situation approach depends on communications for its implementation is presented in Phase II, Chapter II, pages 58-60; Chapter III, pages 68-71; and Chapter IX, pages 303-308.

No. of participants:
16 to 36

Estimated time for module:
50 minutes

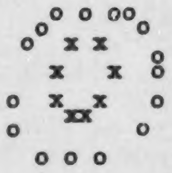
Instructional style:
Small group discussion with observers
Large group discussion

Room arrangement:
Arrange chairs to accommodate 8-10 people in a small group discussion.
Arrange the rest of chairs to accommodate the remaining participants as observers.

FLAG GAME (continued)

EXAMPLE OF ROOM SET-UP

x = discusser   o = observer



Supplies needed:

* COMMUNICATIONS FLAGS LIST: one copy per participant

Attached handouts:

COMMUNICATIONS FLAGS LIST (one page)

Advance preparation:

Duplicate COMMUNICATIONS FLAGS LIST

Directions: (Estimated times are indicated in parentheses)

1. Explain the FLAG GAME rules as follows: Several people will be involved in a small group discussion. With one constraint, this discussion will be like any other: Before a participant says anything, he will have to preface his remarks, question, or contribution with the appropriate COMMUNICATIONS FLAG from the list. Thus, the participant will be "flagging" before he communicates what he intends to do with his communication. Hand out the COMMUNICATIONS FLAGS LIST and review it with participants. (5)

2. Choose 8-10 people to be in the first discussion group and bring them to the center of horseshoe, as illustrated in room arrangement diagram. Be sure that the small group's chairs are far enough apart that the participants will have to speak loud enough for the observers to hear. Explain that the observers are to watch the discussion and evaluate the impact of using the flags. (5)

3. From the list below, choose a discussion topic. Or, construct one of your own. The important thing is to select a topic that will produce an energetic discussion. Let the discussion run for about 10 minutes. (10)

SMALL GROUP

SOME POSSIBLE DISCUSSION QUESTIONS

1. Is it possible to be really helpful to people in our information systems as they are currently designed?
2. How do you see the client-in-situation approach being implemented in your organization?
3. What kinds of organization restraints might impede the adoption of the client-in-situation approach?
4. How would you persuade an obstinate administrator of your organization to adopt the client-in-situation approach?

4. Briefly, discuss the impact of "flagging" on the speakers, receivers, and observers. Possible questions for discussion include: Did having to plan in advance change or improve your behavior? Did it increase your feeling of control over self and situation when you were the speaker, the listener, the observer? Can flagging be a useful communications tactic in itself? Could it be used in client-practitioner interactions? These questions can also be used in discussions in the later steps below. The purpose at this point is to provide a quick debriefing for an exercise which can be frustrating because it requires participants to exert a kind of control they are not used to. (10)

5. Select another group of 8-10 people to be in the discussion group. Use either the same or a new discussion question (see step 3). Let the discussion run for about 10 minutes. (10)

6. Repeat the discussion in step 4, as needed. (10)

Logic of module: The module focuses on the notion of control of communications and allows some practice. While module #14 required participants to exert retrospective control, i.e., they see something wrong and try to correct it, this module requires control in advance. It is the first of two modules designed to provide highly structured practice in communicating. The initial impact of this module is usually one of frustration. The game is difficult to play. Participants are not trained at exercising the kind of control in communications that the game demands. In this initial phase of behavior training

FLAG GAME (continued)

(Module #16 is designed for intensive practice), it is not expected that participants will be explicitly choosing between possible behaviors, e.g., Should I ask a question or make a point? Rather, it is expected that they will be choosing between doing or not doing something, e.g., Should I ask this question or shouldn't I? This is the beginning of exercising communications control.

FLAG GAME (handout)

COMMUNICATIONS FLAGS LIST

THE FLAGS	Description
SUGGESTING	You want to offer an alternative or an idea for the group to consider
GIVING AN OPINION	You want to express your opinion to the group
MAKING AN OBSERVATION	You want to comment on something you have seen or heard, but you are not really expressing an opinion
GIVING AN EXAMPLE	You want to illustrate something that's been said with an example
OBJECTING	You wish to take exception to something or disagree with something
REPHRASING	You wish to put something that has already been said in other words
REPEATING	You wish to repeat something that you or someone else has already said
SUMMARIZING	You wish to summarize or integrate what has already been said
CHANGING THE SUBJECT	You want to talk about something else, change the focus of the discussion
AGREEING	You want to agree with something someone has said
COMPARING	You want to make a comparison of two or more things
CHANGING VIEW	You want to change the way the group is focusing on the discussion, change the perspective or the way of thinking
GIVING FACTS	You want to contribute one or more pieces of information that you consider to be factual
ASKING FOR REPETITION	You want something that was previously said repeated
ASKING FOR CLARIFICATION	You want something clarified, you don't understand something that was said
ASKING FOR INFORMATION	You want someone in the group to provide you with factual information
ASKING FOR CLARIFICATION SO YOU CAN DISAGREE	You want something clarified so you can disagree with it.
ASKING FOR AGREEMENT	You're looking for someone in the group to agree with something you said
ASKING FOR OPINION	You want to know what someone else in the group thinks

MODULE #16: COMMUNICATIONS ISOMETRICS

Rationale: One of the major conclusions of the Phase II report was that the client-in-situation approach relies for its implementation on the practitioner's skill at using a repertoire of communication behaviors. This repertoire would be composed not only of such elements as interrupting or asking questions or repeating but a structure as well. With a repertoire, the practitioner would be skilled in developing communication strategies and changing them as situational factors change. The repertoire, therefore, is not simply a "bag of tricks" but a set of behaviors which can be used and varied and combined as situational conditions seem to warrant. Since any communication situation is, in actuality, composed of many events occurring rapidly, one after another, the use of the repertoire would constantly change. An example is the whole class of behaviors that we call "paying attention." There are many different ways to pay attention. In an interpersonal interaction, we can listen to every word, we can focus on the main points, we can focus on details, we can pay less or more attention. As the situation changes, one or the other or some combination of these approaches may be useful. There are a number of different things we do when we communicate that require practice in constructing different behavioral responses to differing situational events. Attending is only one of these. This module consists of a series of exercises designed to provide practice in using a variety of behaviors and in constructing behaviorial responses to a variety of situational conditions. The module focuses primarily on practice. In addition, participants are asked to debrief from the practice by analyzing the conditions for and consequences of the use of different communication behaviors. The module consists of four different exercises, each of which focuses on a different class of behaviors. The exercises, as a set, do not cover all the things people need practice in doing for communicating. For example, there is no explicit practice in relaying instructions to others or in choosing words to help given receivers. The set as a whole, however, is designed to provide a variety of structured practices of the type that are necessary if communicating is to be improved. One of the premises of this module is that it is not enough to be told that different people need different communication approaches. The communicator needs practice in generating different approaches on demand, for the nature of the communication process is such that the demands come fast and furious and with little warning.

Purpose: THE PURPOSES OF THIS MODULE ARE TO:

a) PROVIDE PRACTICE IN USING A VARIETY OF DIFFERENT COMMUNICATION BEHAVIORS
b) PROVIDE PRACTICE IN CONSTRUCTING A VARIETY OF DIFFERENT BEHAVIORS IN RESPONSE TO DIFFERING SITUATIONAL DEMANDS
c) CREATE AN AWARENESS OF THE VARYING CONDITIONS FOR USE AND CONSEQUENCES OF USING DIFFERENT BEHAVIORS

COMMUNICATIONS ISOMETRICS (continued)

References: While the Phase I report gives a brief focus on the need of the practitioner to use communications as tools for implementing the client-in-situation approach, most of the emphasis on behavior is in the Phase II report. See, in particular, Chapter III, pages 68-71. These exercises rely heavily on the work of Richard Carter. The four areas of practice in this module, come directly from his work, as does the general theoretic approach to the use of communications for control. (Richard Carter, Insure with the Eureka Holding and Assurance Company, Unpublished class handout, School of Communications, University of Washington, 1977).

No. of participants:
6 to 36

Estimated time for module:
6 hours in all (1½ hours per exercise for A, B, C, D)

Instructional style:
Individual TV watching
Individual paper & pencil
Dyadic exercises
Small group discussion
Full group discussion

Room arrangement:

Exercise A
Round 1: organized for all to watch TV
Round 2: dyadic pairs, grouped in standard arrangement (see Chapter II)

Exercise B
Round 1: dyadic pairs, grouped in standard arrangement (see Chapter II)
Round 2: small groups in standard arrangement (see Chapter II)

Exercise C
Round 1: individual work at small group tables, standard arrangement (see Chapter II)
Round 2: dyadic pairs, grouped in standard arrangement (see C Chapter II)

Exercise D
Round 1: dyadic pairs, grouped in standard arrangement (see Chapter II)
Round 2: small groups in standard arrangement (see Chapter II)

COMMUNICATIONS ISOMETRICS (continued)

Supplies needed:

Exercise A

*Working television (see advance preparation below)
*EXERCISE A INSTRUCTIONS: one copy per participant
*EXERCISE A CARDS: one deck per participant

Exercise B

*EXERCISE B INSTRUCTIONS: one copy per participant
*EXERCISE B CARDS: one deck per participant

Exercise C

*EXERCISE C INSTRUCTIONS: one copy per participant
*CITIZEN'S HANDBOOK: one copy per participant
*EXERCISE C CARDS: one deck per participant

Exercise D

*EXERCISE D INSTRUCTIONS: one copy per participant
*EXERCISE D CARDS: one deck per participant

Attached handouts:

EXERCISE A INSTRUCTIONS (two pages)
EXERCISE A CARDS (one page, see advance preparation below)
EXERCISE B INSTRUCTIONS (two pages)
EXERCISE B CARDS (one page, see advance preparation below)
EXERCISE C INSTRUCTIONS (two pages)
CITIZEN'S HANDBOOK (13 pages)
EXERCISE C CARDS (one page, see advance preparation below)
EXERCISE D INSTRUCTIONS (two pages)
EXERCISE D CARDS (one page, see advance preparation below)

Advance preparation:

1. Duplicate handouts, as designated above.

2. Prepare card decks. Each participant will receive one copy of of each deck for each exercise. The decks can be reproduced on 3x5 cards. Or, they can be xeroxed from a master copy onto heavy weight paper and then cut. Each individual deck should be bound with a rubber band. IMPORTANT: For a particular exercise, the different copies of the decks should not have the cards in the same order. Before binding the decks with rubber bands, shuffle the cards so the order is random.

3. For Exercise A, Round 1, prepare for television viewing. What you want here is a stimulus which will be a meaningful one for attending practice by your participants. One alternative is to time the exercise to coincide with a news broadcast. A second alternative is to have your own videotape of a recent newscast made. Another alternative would be to get a copy of one of the newsreels used in movie theaters in days-gone-by.

COMMUNICATIONS ISOMETRICS (continued)

Directions: (Estimated times are in parentheses.)

Exercise A

1. Give each participant one copy of the EXERCISE A INSTRUCTIONS and one copy of the EXERCISE A CARDS deck. Allow time for reading instructions and answering questions. Prepare for television viewing. (5)

2. Have participants prepare for Round 1 by putting their cards face down in front of them. Review the timing with participants. Give participants 3-5 minutes to get into the viewing. Then every 3-5 minutes thereafter blow the whistle indicating time for a card change. (30)

3. Prepare for Round 2 by having participants reread instructions. Then randomly divide participants into pairs and scatter the pairs around the room. Give the pairs a few minutes to get organized. Blow the whistle indicating that the round should start. Remind the participants that at this point the teller is to start and the listener can attend in any way he wishes until the whistle blows again. Thereafter, blow the whistle every 2-3 minutes until 10-15 minutes has elapsed. (15)

4. Blow the whistle and tell participants that they should reverse roles in their dyads. Tell them you will again blow the whistle every 2-3 minutes. After the first whistle, the teller will start talking and the listener can attend in any way he wishes until the whsitle blows again signaling the need to draw a card. Thereafter, blow the whistle every 2-3 minutes until 10-15 minutes has elapsed. (15)

5. Have participants return to the semicircle to discuss and react to the exercise. Sample discussion questions are listed below. During the discussion, record significant contributions on flip chart paper for posting. In particular, record observations that link particular behaviors to conditions for use and consequences of use. Statements such as: "If I was in a situation where X was happening, I'd try to do Y" and "If I used Y, I'd watch out for Z happening or I'd hope N would happen" are of the type you want to draw out. (25)

SAMPLE DISCUSSION QUESTIONS:

- How did you feel during the practice? Was it hard? Did it become easier? Do you think you got better at it? In what ways?
- What did you learn about the consequences of using the different approaches to attending?
- What did you learn about the different conditions under which you might use one approach or another?

COMMUNICATIONS ISOMETRICS (continued)

Exercise B

1. Give each participant one copy of the EXERCISE B INSTRUCTIONS and one copy of the EXERCISE B CARDS deck. Allow time for reading the instructions and answering questions. (5)

2. Prepare for Round 1 by dividing the participants randomly into pairs and scatter them around the room. Make sure everyone has a different partner than in Exercise A. Review the Round 1 task and timing with participants. Remind them that the listener is to help the teller describe his time-line and that the teller will have a few moments to start his description before he has to vary his telling according to the instructions on the cards. Start the round by blowing the whistle. In 2-3 minutes blow the whistle again reminding tellers that it is now time to draw their first card. Thereafter, blow the whistle every 2-3 minutes until 10 minutes has elapsed. (15)

3. Have the participants reverse roles and go through the process again with a new teller. Blow the whistle for the teller to start, and thereafter, blow the whistle every 2-3 minutes until 10 minutes has elapsed. (15)

4. Have the participants return to the semicircle to prepare for Round 2. Give the participants time to reread the Round 2 instructions. Divide the participants into small groups of 5-6 members each. Have the participants establish themselves at small group tables with each participant placing his personal deck of cards in front of him. Remind participants that with the second blow of the whistle they are to start drawing instruction cards and that they should do so each time the whistle blows. Blow the whistle to start the discussions. Blow the whistle after 5 minutes and make sure all start to draw cards. Thereafter, blow the whistle every 2-3 minutes until a total of 30 minutes has elapsed. (30)

5. Have the participants return to the semicircle to discuss and react to the exercise. Sample discussion questions are listed below. In the process of the discussion, record significant contributions on flip chart paper for posting. In particular, record observations that link particular behaviors to conditions for use and consequences of use. (25)

SAMPLE DISCUSSION QUESTIONS:
* How did you feel during this practice? Was it hard? Did it become easier? Do you think you got better at it? In what way?
* What did you learn about the consequences of using the different approaches to moving?
* What did you learn about the different conditions under which you might use one approach or another?

COMMUNICATIONS ISOMETRICS (continued)

Exercise C

1. Prepare for Round 1 by giving each participant one copy of the EXERCISE C INSTRUCTIONS and one copy of the CITIZEN'S HANDBOOK. Allow time for reading instructions (Round 1 only) and answering questions. Encourage participants to find a comfortable place to work. (5)

2. Allow 30 minutes for participants to complete Round 1. (30)

3. Have the participants return to the semicircle and prepare for Round 2. Allow time for reading the Round 2 instructions and answering questions. Give each participant a copy of the EXERCISE C CARDS deck. Divide the participants into random pairs, making sure that each participant has a different partner than his exercise A or B partner. Scatter the dyads around the room. (5)

4. Give the participants time to get organized in their pairs. Remind them that the listener should have his cards face up in front of him so that he can read them and that his job is to use stopping as a tool for understanding his partner's situation. Tell participants to start when they wish and that you will stop the process in 12-15 minutes so they can reverse roles. (15)

5. Blow the whistle to signal the participants to reverse roles. Begin the process again and let it run for 12-15 minutes. (15)

6. Have the participants return to the semicircle to prepare to discuss and react to the exercise. Sample discussion questions are listed below. In the process of the discussion, record significant contributions on flip chart paper for posting. In particular, record observations that link particular behaviors to conditions for use and consequences of use. (20)

SAMPLE DISCUSSION QUESTIONS:

* How did you feel during this practice? Was it hard? Did it become easier? Do you think you got better at it? In what ways?
* What did you learn about the consequences of stopping at different points in time and for different reasons?
* What did you learn about the different conditions under which you might stop or not stop...or stop for one reason or another?

Exercise D

1. Hand out one copy of the EXERCISE D INSTRUCTIONS and one copy of the

EXERCISE D CARDS deck to each participant. Allow time for reading the instructions and asking questions. (5)

2. Prepare for Round 1 by dividing participants randomly into pairs, making sure that everyone has a different partner than he had for Exercises A, B, and C. Scatter the pairs around the room. (5)

3. Give the participants time to get organized in their pairs. Be sure all stopper's have their deck of cards face down in front of them. Remind the stopper's that their only job is to draw cards off their decks and show the cards to their tellers who will then respond to them. The drawing of cards should begin when the whistle blows the second time. Start the telling by blowing the whistle. In 2 minutes, blow the whistle again and make sure that stoppers start to draw cards. Thereafter, blow the whistle every 2-3 minutes until a total of 10-15 minutes has elapsed. (15)

4. Have the participants exchange roles and start the process again. Remind stoppers that they are to start drawing cards when the whistle blows the second time. Blow the whistle every 2-3 minutes until 10-15 minutes has elapsed. (15)

5. Have the participants return to the semicircle to prepare for Round 2. Allow time for rereading the Round 2 instructions. Divide the participants into small groups of 5-6 members each. Have the participants establish themselves at small group tables. Make sure a stopper has been appointed for each group and that the stopper has his deck of cards face down in front of him. Remind the participants that the stopper will start drawing cards when the second whistle blows and will do so every 2-3 minutes thereafter. When a card is drawn, the stopper is to read it to whomever was speaking when the whistle blew. Blow the whistle to start the discussion and every 2-3 minutes thereafter until about 15 minutes has elapsed. (15)

6. Have the stopper in each group change roles with one of the other participants in the group. Then, let the discussions continue with the same rules for an additional 15 minutes. (15)

7. Have the participants return to the semicircle to discuss and react to the exercise. Sample discussion questions are listed below. In the process of the discussion, record significant contributions on flip chart paper for posting. In particular, record observations that link particular behaviors to conditions for use and consequences of use. (20)

SAMPLE DISCUSSION QUESTIONS:

* How did you feel during this practice? Was it hard? Did it become easier? Do you think you got better at it? In what ways?

SAMPLE DISCUSSION QUESTIONS (continued)

- In what different ways did you respond to different stopping conditions?
- What were the consequences of your choices of different behaviors for what happened next?

Logic of module: As designed, the module is seen as building on modules #6, #13, #14, and #15. The preceding modules are constructed to create an awareness that control can be exerted over communicating and to provide some beginning practice in using communication behaviors. This module is designed to provide intensive practice in the use of a selection of communication behaviors and to increase awareness that communication behaviors can be selected to fit specific situational conditions and wished for consequences.

COMMUNICATIONS ISOMETRICS (handout)

EXERCISE A INSTRUCTIONS: PRACTICE IN ATTENDING

When an individual is communicating whether he is doing so alone (e.g., reading, watching television) or with others (e.g., the practitioner-client interaction, group meetings), one of the things that the individual does is to attend. We are all aware of the difference between paying attention and not paying attention. But, we aren't ordinarily aware of or skilled at using a variety of attending behaviors. During any given moment in a situation, we can attend to a lot of things or just a few. We can increase our rate of attending, or decrease it. We can focus our attention narrowly or broadly. This exercise is designed to give you practice in the use of a repertoire of attending behaviors.

ROUND 1 (attending to television) - 30 minutes

You have been given a deck of cards, each of which has an instruction on it. You are to turn these cards face down in front of you. The timer will blow a whistle at 3-5 minute intervals throughout this 30-minute round. When the whistle blows, you are to draw the top card off your deck and follow the instructions on it. When the whistle blows again, you should draw the next card, and so on until the end of the round.

ROUND 2 (attending to a time-line description) - 30 minutes

You have been paired with a partner. Both you and your partner are to select from your recent experience a troublesome situation that has enough detail so that telling it will take at least 10-15 minutes. You should decide which of you will be "teller" first and which the "listener." The "listener" should place his deck of instruction cards (used in Round 1) in front of him, face down. When the timer blows the whistle the first time, the teller should start to describe his situation on a time-line, i.e., describe what happened first, second, and so on in considerable detail. The listener should attend at this point in any way he wishes to. The listener may ask questions if he wishes. After 2 minutes, the timer will blow the whistle again. The listener should draw the top card off his instruction deck. He should then continue to ask questions, as needed. Thereafter, the timer will blow the whistle every 2-3 minutes. Each time, the listener should draw another instruction card and follow the instructions.

At the end of about 15 minutes, the timer will ask you and your partner to reverse roles. The new "teller" will begin the description of his time-line. The new "listener" will start to listen using whatever attending approach he chooses until the whistle blows signaling the listener to draw an instruction card. Thereafter, the whistle will blow every 2-3 minutes for about 15 minutes.

COMMUNICATIONS ISOMETRICS (cards for exercise A)

EXERCISE A CARDS: PRACTICE IN ATTENDING

A1 TRY TO HEAR AND SEE EVERYTHING	A2 TRY TO PAY ATTENTION TO ONLY A FEW THINGS
A3 LISTEN CLOSELY TO EVERY WORD	A4 FOCUS ON THE MAIN POINTS ONLY
A5 FOCUS ON THE SMALL DETAILS	A6 FOCUS ON THE THINGS YOU DISAGREE WITH
A7 PAY LESS ATTENTION THAN YOU HAVE BEEN	A8 PAY MORE ATTENTION THAN YOU HAVE BEEN

COMMUNICATIONS ISOMETRICS (handout)

EXERCISE B INSTRUCTIONS: PRACTICE IN MOVING

While we don't often think about it this way, when an individual is communicating one of the things he is doing is moving. He moves his vocal cords, tongue, fingers, arms, and often other parts of his body as well. These are all subject to stresses and strains, e.g., a novacaine shot makes it hard to talk; a hurt finger makes it hard to type; a broken arm makes it hard to gesture. When all the parts are in good working order, however, there are a large number of possible ways to move. You can talk loudly or softly, fast or slow. You can make large gestures or subtle gestures. This exercise is designed to give you practice in the use of a repertoire of moving behaviors.

ROUND 1 (describing a time line) - 30 minutes)

You have been paired with a partner. Both you and your partner are to select from your recent experience a troublesome situation that has enough detail so that telling it will take 8-10 minutes. You should decide which of you will be "teller" first and which the "listener." The listener's job will be to elicit a time-line description of the teller's situation by asking "What happened first, what happened second?" The listener should take the burden of keeping the description going, perhaps reminding the teller, as need be, what he said last. This will allow the teller to pay more attention to his task. The teller's job is to practice moving in different ways -- talking louder, talking softer, and so on. He will do this by following the instructions on the deck of instruction cards which each participant has received. In this round, the teller is to place his instruction cards face down in front of him. The round will start when the timer blows a whistle. The teller is to then start his time-line description in any way he wishes. In about 2 minutes, the timer will blow the whistle again. At this point, the teller is to turn the top card of his deck over and follow the instructions. The timer will then blow the whistle every 2-3 minutes and the teller is to turn a new card over and follow the instructions each time.

At the end of about 10 minutes, the timer will ask you and your partner to reverse roles. The new "teller" is to place his deck of instruction cards face down in front of him. The timer will blow a whistle for the teller to start. In about 2 minutes, he will blow a whistle to signal the teller to turn over his top instruction card. Thereafter, the whistle will blow every 2-3 minutes for a total of 10 minutes.

COMMUNICATIONS ISOMETRICS (handout)

ROUND 2 (small group discussion) - 30 minutes

Each member of your group is to take his individual deck of instruction cards and place them face down in front of him. For the next 30 minutes, your group is to have an in-depth discussion of the question: "Are there situations in which you could justify withholding information or refusing to collect information for clients?" In contributing to the discussion, you should offer your opinions as well as examples of relevant situations from your own experience. When the timer blows the whistle, you should begin the discussion and get it well established. In 5 minutes, the timer will blow the whistle again indicating that each group member should draw the top card from his instruction deck, read it, and then turn it over so other group members cannot see it. Until the whistle blows again, each participant should follow the instructions on his instruction card as he participates in the discussion. The whistle will blow about every 3-4 minutes. Each time the whistle blows, a new instruction card should be drawn.

COMMUNICATIONS ISOMETRICS (card for exercise B)

EXERCISE B CARDS: PRACTICE IN MOVING

B1 TALK LOUDER	**B2** TALK SOFTER
B3 TALK FASTER	**B4** TALK SLOWER
B5 GESTURE WITH YOUR WHOLE BODY	**B6** GESTURE WITH YOUR HEAD ONLY
B7 MAKE LARGE GESTURES	**B8** MAKE SUBTLE GESTURES

COMMUNICATIONS ISOMETRICS (handout)

EXERCISE C INSTRUCTIONS: PRACTICE IN STOPPING

To increase one's skill in communicating means to increase one's skill at self-control. This is true whether one is dealing with messages (e.g., watching television, reading) or whether one is dealing with people (e.g., the client-practitioner interaction, small groups). Take, for example, the situation in which you are trying to cope with a difficult piece of reading. In the process of doing so, you can do a lot of different things. For example, you can read, think about what you read, recall something from memory to compare, reread a passage, disagree with something, agree with something. Each of these behaviors can be helpful in informing yourself, in making personal sense out of the material. In order to move from one of these behaviors to another, you must change direction. This requires that you stop. Stopping, therefore, is a major key to self-control. While it is said in our society that it is impolite to interrupt people when they are talking to you, we all know that often we have to stop them and ask them to repeat, rephrase, explain, elaborate, and so on. Here again, we are using stopping behaviors as a means of self-control. This exercise is designed to give you practice in stopping.

ROUND 1 (stopping while reading) - 30 minutes

You have been given a copy of the CITIZEN'S HANDBOOK. The instructions on the handbook are self-explanatory. This HANDBOOK, written for the average citizen or layman, incorporates many client-in-situation concepts. As you will see, it is an unusual handbook in that it is topic-free. It talks about ways of looking at situations, ways of coping, ways of thinking. It offers no right answers. Its purpose is to enlarge possibilities and to suggest ideas for understanding and coping with everyday problems and concerns. We want you to read and react to the handbook as a practitioner whose job is to help citizens with their everyday concerns.

As you read the handbook, we want you to STOP and mark down your reactions right on the handbook at the point you have the reaction, even if that point is in the middle of a sentence. The top of each page of the handbook lists a set of five different reactions to use. Your job is to read and stop to react to the handbook twice.

THE FIRST TIME: Read and STOP to react to the handbook using the set of five reactions suggested.

THE SECOND TIME: Read and STOP to react to the handbook using the five reactions suggested. IN ADDITION, you may feel you have other reasons for STOPPING. When you do, use the STOPPING symbol (/) and then write in the margin your reason.

ROUND 2 (stopping while eliciting a time-line) - 30 minutes

You have been paired with a partner. Both you and your partner are to select from your recent experience a troublesome situation which has enough detail so that you can talk about it for 12-15 minutes. You need to decide which of you will be the "teller" first and which will be the "listener." The teller is to then relate his situation on a time-line, describing what happened first, second, and so on. In his telling, the teller should try to relate everything that happened including his own thoughts, confusions, and so on. The listener's job is to practice the use of STOPPING as a tool for gaining an understanding of the teller's situation. Thus, the listener is to STOP the teller for a variety of reasons: because he is confused, because he wants to make a connection between two or more things the teller said, because he doesn't understand the meaning of a word used, because he wants something repeated, because he needs time to think. Each participant has been given a deck of cards. The listener is to place his deck of cards face up in front of him so that each card shows. Each of the reasons for stopping listed above, plus several others, is on one of the cards. In addition, there is a card which says "OTHER" which should be used when the listener has a reason for STOPPING not covered by the other cards. When the listener wants to stop the teller, he is to pick up the appropriate card and show it to the teller. The teller and listener are to then do what is necessary to deal with the listener's STOP. The process is to continue for 15 minutes. At that point, the timer will indicate that it is time to reverse roles. The instrucitons above should then be followed for the reversed roles. Time allowed will be approximately 15 minutes.

COMMUNICATIONS ISOMETRICS (handout)

CITIZEN'S HANDBOOK

THE REACTIONS

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

AN EXAMPLE: THIS IS AN EXAMPLE OF REACTIONS.

This is a handbook written for the average citizen/? or layman that incorporates many client-in-situation concepts./T As you will see, it is an unusual handbook in that it is topic-free./D? It talks about ways of looking at situations, ways of coping, ways of thinking./R It offers no right answers. Its purpose is to enlarge possibilities and to suggest ideas for understanding and coping with everyday problems and concerns./A

THE HANDBOOK STARTS ON THE NEXT PAGE

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

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CITIZEN'S HANDBOOK

Living in our highly technological society is often very difficult. The average citizen has many everyday concerns to cope with -- housing, getting along with other people, consumer issues, education, legal problems, and so on. This CITIZEN'S HANDBOOK is designed to help you as you go about trying to cope with your everyday problems.

The first helpful thing to know about everyday problems is that you are not alone. Virtually every citizen always has at least two or three everyday concerns. In addition, the combination of these concerns constantly changes. Both your own actions and thoughts as well as outside events affect the nature of your life situations. Today's problem may be gone tomorrow. But tomorrow will bring new problems.

The second helpful thing to know is that there are no right or wrong problems. And, there are no right or wrong solutions. Some other person may not see your situation as a problem. Or, you may know people in situations like your own that don't seem to have the same problems you do. But you are unique -- a different person in a different complex of situations. Only you can judge what is troublesome to you. Only you can judge what will be helpful to you.

WHAT KIND OF PROBLEM DO YOU HAVE?

Problems are bound into situations. It may be helpful for you to think of a

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problem as something which stops you from progressing - from moving in the direction you desire. This is an unusual way of looking at problems. Usually people ask you: "What kind of problem do you have? A housing problem? A family problem? A consumer problem?" These questions emphasize the topic of the problem. Concentrating on the topic of the problem is useful in some ways. For example, libraries and Yellow Pages are organized this way. So, if you want a book that deals with your situation or if you want to contact an expert, you need to focus on the topic of your problem. The topic, however, has little to do with why you have a problem.

You have a problem because for some reason you can't keep moving in a straight path. This inability to move in a straight path may take on several forms. You may have too many paths that you can take and need to choose among them. This is a common kind of problem, often called a decision. Or, it may be that you haven't any paths -- things are out of control. There doesn't seem to be any way you can predict what's going to happen and you are worried. Or, it may be that you know what path you want to take, what you want to do, but something is blocking your way.

You may be in a situation where you feel there is nothing you can do and you will have to be satisfied with the way things turn out. Or, you may be in a situation where you want to get informed about something -- you want facts, details,

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understanding, a new way of thinking. Sometimes you may find yourself in more than one of these types of situations at one time. Or, you may find yourself moving from one to another.

What's important about these descriptions of different kinds of problems is that they are different ways of looking at situations. Many experts tell you that you should look at your situation as a decision. But the descriptions above suggest other ways. One helpful thing you can do is to try to change your way of looking at your situation.

It's also important to emphasize that not all problems have solutions. Looking at problems that way may just make you unnecessarily upset. There are situations which you may see as completely unsolvable. This doesn't mean, however, that you can't do anything. There are many things you can do. Some possibilities are outlined below.

A SOLUTION ISN'T THE ONLY KIND OF RESOLUTION

There's a lot of talk about solving problems. Yet, we all know there are some problems that simply cannot be solved in any absolute sense. Getting along with people is one of these. There are many others. No one but you can judge in any final sense whether a situation you are in is solvable.

There are a lot of different reasons people give for situations not being solvable. If you're in a situation that isn't solved, you might ask yourself why.

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Is it because there is no possible solution? Is the situation outside of your control? Do you lack resources? motivation? information? time? Is someone or something acting as a barrier? Is the situation too big and too complex?

If you conclude that there is no possible solution, there are other things you can work for. You might work on getting control of yourself and your emotions. Or, you might try to clarify and understand the situation. Or, you might seek social support and agreement from other people to help you through the situation. All these possibilities would be more helpful in a worry situation where you don't have control than trying to find alternative actions when deep down you feel there aren't any alternatives.

You might want to look for cues to help you judge whether your situation is unsolvable. One good one is how many other people are involved and how they are involved. When other people are involved in your situation, their involvement puts constraints on you -- you can't move as freely. If the other people are actually standing in your way -- acting as barriers -- you will have even less control. If the other people are in control of the resources, you probably can't solve your situation without their cooperation. This does not mean that you can't solve these situations. It means that doing so involves dealing with these people. If you find that impossible, it may mean accepting your situation as unsolvable and looking for other things you can do that will help you.

COMMUNICATIONS ISOMETRICS (handout)

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SIMPLIFYING ISN'T NECESSARILY BEST

Often you hear people say that the way to cope with a problem is to simplify it -- somehow reduce it to its basic parts. Yet, just about any troublesome situation is probably tied in with one or more other situations. Often, your situation has consequences for the future. These connections between a troublesome situation and other events are realistic. Most people report such connections.

One would think that these connections make a situation harder to get at the heart of. Sometimes this is true -- the more a situation is tied in with other events, the harder it is to get at the heart of. But, for some situations, the more connections you see, the clearer the situation becomes and the easier it is to get at the heart of. If you're stuck on a troublesome situation, you might try looking at how it is connected with other events.

HOW TO DEAL WITH YOUR SITUATION

There's no right way to deal with a troublesome situation. Its characteristics change too fast. Your own thoughts about the situation change. Some helpful things seem to happen just by accident. You happen to run into someone who can help. You run across a piece of useful information. You suddenly understand something you didn't before. Sometimes, you may want to take a less active role in dealing with your problem -- put it out of mind or just observe for a while.

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When you do take an active role, there are some alternatives that are helpful and don't necessarily come naturally. One is the need to focus on yourself -- your own behavior and your ideas, thoughts, and emotions. If you are going to get a handle on your situation, you need to understand and make sense out of it in your own mind. This suggestion contradicts some advice that says you ought to collect information and weigh possibilities. But, you need time to understand the impact of events on you personally. It's not selfish, it's necessary.

Another thing you can do that doesn't come naturally is to try a number of different approaches in dealing with your situation. Many of us think we ought to use a knowledge approach, like reading something or getting information. Many experts tell us we ought to take a decision approach and eliminate and compare alternatives. Yet, there are a number of other ways to approach situations. You can take an interpersonal approach -- talking to others, complaining. Or, you can take an emotional approach -- getting emotional and angry and constantly worrying about the situation. You can also take a getting-someone-to-help approach -- asking for advice or assistance. Or, you can take an in-your-head approach -- thinking about the situation and trying to change your view of it.

One thing that is useful is to try more approaches. If you are stuck on one approach, it might be helpful to try another. Another thing that is useful is to try to fit the approach you are using to your picture of the situation. Chances are if you are in a situation in which you see yourself as worried and out of control,

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it will be helpful to talk to other people, complain, and get angry. If you are trying to get around an obstacle (like a bureaucracy), it may be more helpful to get outside help.

It's important to know, however, that complaining to others and getting angry or emotional aren't the most useful approaches, even though they are often used. Some of the least used approaches for dealing with situations are often judged later as being the most helpful. One example is changing your view of the situation. People find that very helpful but don't often use it. Another is getting outside help.

How do you judge whether something you did was helpful? You can ask how it helped. Did you make progress? Did you get social support and reassurance? Did you gain self control? Did things become clearer? Were you better able to plan? Each of these is a legitimate outcome and a way of judging whether something was helpful. It is important to note that while each of these outcomes can be helpful, some of them have little to do with solving situations in any traditional sense of solution.

While you are working your way through your situation, you should also recall that both the situation and your view of the situation will change. This means that what may be useful at one time may not be useful at another. No one approach will work for all situations or all points in time.

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WHAT ABOUT INFORMATION?

There's no doubt that you need to learn things or come to understand them in order to deal with troublesome situations. You need to make sense out of your situation in order to know what to do. But should you collect factual information? Not necessarily. It depends on what kind of sense you are looking for or need.

If you take the position that information is anything that is informing to you -- anything that helps you make sense -- then you may want to get information on how other people feel or think. Or, you may want to focus on the information you already have in your head and re-organize it to get a new view of your situation. You may want to get information -- such as the information presented in this HANDBOOK -- on procedures for coping with your situation. It is likely that at some point in dealing with a troublesome situation you will deal with several different kinds of information.

In all cases, being informed means that you make sense of what's going on and what you've heard or read. If you don't have this opportunity to make internal sense, then whatever information you find will not be helpful. Also, you cannot assume that when you are talking to others they will give you this chance to make internal sense. You may have to plan to do things that will help you make sense. One way would be to plan what questions you want to ask someone who is helping you rather than letting the helper take the lead.

COMMUNICATIONS ISOMETRICS (handout)

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No matter what kind of sense you are looking for, it's important to realize that stopping in the middle of a situation to get informed is not easy. It doesn't come naturally. You might even think of getting "information" as a detour. For some reason you can't keep going in a straight path without getting a new kind of sense. This detour is often made harder in our society by the emphasis placed on facts. There are some situations where you may well feel that the last thing you need would be more facts. And even when you do find relevant facts, they will not be useful unless you can fit them into your internal sense.

What kinds of information can you go about finding? Usually, people ask you whether you want this fact or that one. Actually, though, the kind of information you want to find will depend on where you are in your situation and where you see yourself going.

You may want to locate yourself or others in time and space. How can you find people? When should you do things? You may want to learn the reasons, causes, underlying motives, and history of your situation. Why did things happen? What caused them? What were the motives? You may want to assess the situation or system. What's your situation like? What resources are available? What are the rules? You may want to know what others think. What are other ideas? Do others agree? You may want to learn other possibilities. What alternatives are best for you? You may want to learn about procedures for doing things. How can you think about this

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situation? How can you do something?

Each of these is a good question to ask. However, some are questions for which books and experts have no answers. They are not all factual questions. Sometimes this is hard to understand. Facts or objective information are not the only kind of information you need in order to cope.

If you're in a decision situation, you will probably want to focus more on the different possibilities so you can make progress toward a decision that fits you well. If you're in a worry situation, you will probably want to focus more on figuring out the situation and system so you can predict and understand it better. If you are trying to get around a barrier, you will probably want to focus more on procedures so you can learn how to do it. If you are in an unsolvable situation, you will probably want to focus more on reasons, causes, underlying motives, and history so you can understand why things are happening.

SHOULD YOU GET OUTSIDE HELP?

It depends. Getting outside help is frequently named as a useful way of dealing with troublesome situation. It's important, though, to choose whom you go to carefully. One of the difficulties in getting outside help -- whether from friends or experts -- is that the helper is not necessarily going to hear your problem the same way you mean to explain it. While you may be thinking of a worry in which you need more self control, the helper may be thinking of a decision in which you should be getting a solution. When you and your helper have different

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/T = you stopped to think about that

pictures of what the situation is like and what you want to do, you may end up getting no help and getting more confused.

When you decide to get outside help, it will probably be most successful if you decide in advance what you want to do and what you want the "helper" to do. If you can tell the helper what kind of situation you see yourself in, things will probably go better. You can't assume that even a professional helper will be skilled at reading your mind or seeing the world the way you do.

But what about when your problem is in a jumble, when you are confused, and really need someone to listen to your anger and your complaint? Many people want this kind of help. When you are seeking this kind of help, it will probably work best if you tell the helper this is what you want right from the start. Otherwise, you may find the helper forcing you to get definite when you are not ready to be definite.

Thus, the first thing to do when you see a helper is to tell him what you want, even if it is just to wade through confusion. You will also want to think of what the helper may need to know about you in order to be really helpful. If you are trying to make a decision, you may want to tell the helper about you and your likes and dislikes so he can zero in on making a decision that fits you better. If you are in a worry situation where you lack control, you may want to tell the helper about the restraints on you so he'll understand better why you see the situation as a worry. If you are trying to get around an obstacle, you may want to tell the

INSTRUCTIONS

The possible reactions are listed below. Whenever you have a reaction, stop immediately and indicate what your reaction was. You may have more than one reaction at a given point in the text.

/A = you agree with that
/D = you disagree with that
/? = you are confused about that or don't understand that
/R = you re-read that
/T = you stopped to think about that

helper what you have tried already and why it didn't work so you won't have to go over ideas you've thought of already. If you are just trying to be better informed about a situation, you may want to tell the helper how you see the situation so the helper might offer new ways of looking at it.

No matter for what reason you seek outside help and no matter from whom, the process of talking about your situation to someone else will probably be, in itself, informing. You may find yourself solidifying your understanding. Or, you may find yourself changing your view of your situation in mid-stream. Most helpers probably can deal with the former -- helping you solidify your view. However, when you start to change your picture, you may find some helpers trying to make you return to your former view. In such cases, you will want to hold your ground. It is not unreasonable that you have changed your view. In fact, it's often useful.

Most important is the notion that you can take control of the situation when you go to a helper. You can plan what you want. If you find a helper asking you the wrong questions, you can guide the helper in the questions he asks you. If you find a helper trying to reach for a definite solution when that's not what you want, you can tell him what kind of advice you are looking for. You are, after all, the person with the problem. You are the only one who really knows your situation and what will be helpful.

COMMUNICATIONS ISOMETRICS (cards for exercise C)

EXERCISE C CARDS: PRACTICE IN STOPPING (ROUND 2)

C1 STOP I AM CONFUSED	C2 STOP I WANT TO MAKE A CONNECTION BETWEEN TWO OR MORE THINGS
C3 STOP I DON'T UNDERSTAND YOUR MEANING FOR A WORD YOU USED	C4 STOP I WANT SOMETHING REPEATED
C5 STOP I NEED TIME TO THINK	C6 STOP I NEED AN EXAMPLE OF SOMETHING
C7 STOP I THINK YOU LEFT OUT SOMETHING	C8 STOP: OTHER MY REASON FOR STOPPING IS: ________________

COMMUNICATIONS ISOMETRICS (handout)

EXERCISE D INSTRUCTIONS: PRACTICE IN RESPONDING TO STOPPING

An individual who is "receiving" messages has to make personal sense out of them otherwise the messages are useless to him. The individual, therefore, must do a lot of different things whenever he is receiving. He must listen or see, he must think, he might need something repeated, he might need time to make connections between things, he might agree with some things, disagree with others. It is only through doing this variety of things that the individual will be able to inform himself. As he moves from one of these behaviors to another, he essentially changes directions. To change directions, he must stop whatever was going on before. In an interpersonal interaction, e.g., the client-practitioner relationship; this often means that the individual must stop the other if he is to effectively inform himself. Take, for example, the client-practitioner relationship in which the practitioner has something he feels is helpful to transmit to the client. If indeed, the practitioner is to be helpful, the client must be free to stop the practitioner whenever he needs to. The practitioner, in turn, must become skilled at responding to client stops helpfully. This means creatively constructing and reconstructing messages in response to the client's attempts to inform himself. This exercise is designed to give you practice in responding to stopping.

ROUND 1 (responding to stopping in a dyad) - 30 minutes

You have been paired with a partner. Each of you is to select from your personal experience a recent troublesome experience with enough detail so you can talk about it for 10-15 minutes. You are also to decide who is to be "teller" first and who is to be "stopper" first. Each of you has also been given a deck of instruction cards. The stopper is to place his cards face down in front of him. The teller should reserve his cards for the time when he changes to the stopper role. When the timer blows the whistle, the teller is to start describing his situation on a time-line, i.e., describing what happened first, what happened second, and so on. The teller should give a lot of detail and be sure to tell about his own feelings, confusions, thoughts as they occurred. In approximately 2 minutes, the timer will blow the whistle again. This is a cue to the stopper to turn over the first card on his instruction deck and show it to the teller. This card tells the teller that a listener has a need to stop him in his telling. The teller should then modify his telling in whatever way he thinks will help that hypothetical listener. The timer will blow the whistle every 2-3 minutes. Each time, the stopper is to draw a card and show it to the teller. The stopper's only job is to draw the cards and observe.

At the end of about 15 minutes, the timer will ask you to reverse roles. The new stopper is to place his deck of cards face down in front of him.

COMMUNICATIONS ISOMETRICS (handout)

The new teller is to start his description. In about 2 minutes, the whistle will blow as a signal for the stopper to draw a card and show it to the teller. This process will continue, as above, for 15 minutes.

ROUND 2 (responding to stopping in a small group) - 30 minutes

You are to designate one member of your group as a "stopper." He is to place his deck of instruction cards face down in front of him. He will not participate in the discussion although he should be seated with his group. The remaining members of the group are to be "discussers" and spend the next 15 minutes discussing the question: "What changes will have to be made in information systems if they are to effectively use the client-in-situation approach?" When the timer blows the whistle, the discussion is to start as any small group discussion might. After about 2-3 minutes, the timer will blow his whistle again. This will be a signal to the stopper to draw the top card off his deck. He will then read that card to whatever person was talking when the whistle blew. The discussers are to then do whatever they need to do to cope with the stopping instruction. They should then proceed with their discussion until the whistle blows again in 2-3 minutes for a new instruction. This process will continue for minutes. The timer will then ask you to appoint a new stopper. The old stopper will become a discussant. The discussion should then continue, as before, with the same rules. In about 15 minutes more, the timer will call a halt.

COMMUNICATIONS ISOMETRICS (cards for exercise D)

EXERCISE D CARDS: PRACTICE IN RESPONDING TO STOPPING

D1 STOP Someone needs a summary of what's been said so far	D2 STOP Someone disagrees with what you just said
D3 STOP Someone didn't understand what you just just said	D4 STOP Someone needs an example of what you just said
D5 STOP Someone agrees with what you just said	D6 STOP Someone feels you're talking too fast
D7 STOP Someone needs you to talk louder	D8 STOP Someone needs a moment to think
D9 STOP Someone feels you're talking too slow	D10 STOP Someone is confused about how the last two things fit together

MODULE #17: REPERTOIRE REVIEW

Rationale: This module provides an occasion for the reveiw and application of concepts from a number of previous modules. Module #6, THE COMMUNICATION ACCIDENT COMPANY, introduced the concept of communication accidents and focused on their occurrence as events in the communication process. Module #13, ACCIDENT PREVENTION, asked participants to group kinds of accidents together and to suggest general solutions. Module #14, TWO WAY RE-DO, allowed the observation of individual accidents and the immediate recommendation of specific action. Module #15, FLAG GAME, introduced the concept of the practitioner's control of his own communication, particularly labelling of one's own communication. Module #16, COMMUNICATION ISOMETRICS, provided an extensive series of microscopic exercises in communication behavior. A central thread through these modules is that communication requirements can be identified through an analysis of what goes wrong in communication -- what specific communication accidents actually occur. This module is in many ways like Module #13 in which participants looked at a variety of communication accidents and suggested possible means of prevention. The focus in this module is the same, the assumption being that an understanding of what goes wrong in communications is a helpful awareness. This module, however, also requires that the analysis be accompanied with a translation of the recommendations into specific behaviors. This extension is important for it is in the arena of behavior that communication accidents are to be prevented or ameliorated.

Purpose: THE PURPOSE OF THIS MODULE IS:

a) TO REVIEW LEARNING REGARDING THE ANALYSIS AND PREVENTION OF COMMUNICATION ACCIDENTS;

b) TO ALLOW PARTICIPANTS TO ANALYZE COMMUNICATION ACCIDENTS AND TO TRANSLATE THEIR ANALYSES INTO PREVENTION OF ACCIDENTS.

References: As a review module, this module is derived from the literature already cited in previous modules. The basic concept of communication accidents is Richard Carter's. (See Richard F. Carter, Control Foci, Unpublished paper, School of Communications, University of Washington, 1976; and Communication Accident Record, Unpublished class handout, School of Communications, University of Washington, 1976.) The notion of the practitioner control of self is introduced in the Phase I report in Chapter II, pp. 645-646. The notion that the client-in-situation approach depends on communications for its implementation is presented in Phase II, Chapter II, pages 58-60; Chapter III, pages 68-71; and Chapter IX, pages 303-308.

No. of participants:
6 to 36

Estimated time of module:
90 minutes

REPERTOIRE REVEIW (continued)

Instructional style:
Small group discussion
Full group discussion

Room arrangement:
Standard (see Chapter II)

Supplies needed:
* REVIEW GUIDE: one copy per participant
* Newsprint pad: one per small group
* Broad-tipped black pen: one per small group

Attached handouts:
REVIEW GUIDE (one page)

Advance preparation:
Duplicate REVIEW GUIDE handout.
Select, from the Accident Box, one rich COMMUNICATION ACCIDENT REPORT for each small group formed.

Directions: (Estimated times are indicated in parentheses.)

1. Divide the participants into small groups of 5-6 people each. Explain that each group will be given a specific accident from the Accident Box to analyze. Hand out a REVIEW GUIDE to each participant. Give one COMMUNICATION ACCIDENT REPORT, newsprint pad, and felt pen to each group. (50)

2. Have each group post its newsprint so that all can read it. Each small group reports to the large group on its discussion. Each small group should first briefly explain their newsprint sheet and then role-play their dialogues, beginning with the original communication accident. (40)

Logic of the module: Previous modules, #6, 13, 14, 15, and 16 have presented the concepts of communication accidents and approaches to solutions. This module creates a review of these previous experiences by focusing attention on a specific accident and on the behavioral alternatives for prevention that are possible. Participants are asked to detail the contingencies under which they would use each behavior and the expected consequences of its use. As a reality test of the suggested behaviors, participants are asked to draft their recommendations in the form of dialogues to be shared with the full group.

REPERTOIRE REVIEW (handout)

REVIEW GUIDE

This exercise draws on your recent experience with communication accidents and communication practice.

Your group has been given a COMMUNICATION ACCIDENT REPORT. Your task as a group is to:

1. Analyze the accident. Try to reconstruct what happened.
2. Brainstorm specific behaviors that might have prevented the accident. One person in the group should write down all the suggestions so that they won't be forgotten.
3. Select three behaviors for further development. If the group can't agree on which three to select, you should vote.
4. For each of the three behaviors, specify:
   a) the conditions under which one would or would not use the particular behavior, and
   b) the possible consequences of using it.
5. Write a report, on the newsprint pad, using the following format:

Accident (brief description)

Conditions	Behavior	Possible consequences
	1.	
	2.	
	3.	

6. Write a brief dialogue that illustrates the communication accident as it occurred (as close as you can tell). Then write three more brief dialogues, one dialogue each for the three suggested behaviors. These dialogues should show how the conversation would go if the recommended behavior were used. The dialogue should illustrate the conditions that affect the choice of behavior, the behavior that is being recommended, and the consequences of using that behavior. You may want to use a narrator to present some of this information.
7. From your group, select a spokesperson for your report and a narrator for your dialogues. Select other group members to play the various dialogue roles.

MODULE #18: TRACKING THE TRANSACTION

Rationale: A central concept of the client-in-situation approach is that of changing situationality: The client and his situation are continually in flux. Related to this is the concept of varying situational paths: Different situations require different approaches by the client and by the practitioner. Reactions from practitioners in the Phase II study indicate that practitioners found both of these concepts difficult to accept. Since the situation and the client's view of it are constantly changing, the practitioner needs tools to help him assess what changes are occurring, how to respond, and how to judge the helpfulness of the response. Among these tools are the communication behaviors which the practitioner must employ to understand and respond to the client's situation. However, the choice of which communication behavior to use at a given time is guided by practitioner evaluation of the interchange. The evaluation process must take place throughout the interaction, not just at its conclusion, in order for the evaluation to be helpful to the present client. This module focuses on the tracking of the transaction, how to evaluate the interchange as it occurs so that the practitioner can respond helpfully.

Purpose: THE PURPOSE OF THIS MODULE IS:

a) TO INCREASE AWARENESS OF THE CHANGING NATURE OF CLIENT SITUATIONS;
b) TO PROVIDE SOME GUIDED PRACTICE IN MONITORING THE PRACTITIONER-CLIENT INTERACTION;
c) TO PROVIDE AN OPPORTUNITY FOR PARTICIPANTS TO SEE THE PRACTITIONER AND CLIENT POINT OF VIEW OF THE TRANSACTION;
d) TO GENERATE A SET OF APPROACHES THAT WOULD BE HELPFUL TO PRACTITIONERS IN TRACKING THE TRANSACTION.

References: The client-in-situation approach is presented in Chapter II of the Phase II report. The notion that the practitioner must determine the client situation through communications at the moment is presented on page 60. The report of practitioner reactions to the concepts of changing situationality and varying situational paths is presented on pages 338-339.

No. of participants:
Any number

Estimated time for module:
90 minutes

Instructional style:
Dyadic role-play and discussion
Individual paper & pencil exercises
Full group discussion

TRACKING THE TRANSACTION (continued)

Room arrangement:
Standard (see Chapter II)

Supplies needed:

- Two of the four CLIENT ROLE SHEETS: one copy of each per two participants
- PRACTITIONER ROLE SHEET: one copy per participant
- CLIENT ANSWER SHEET: one copy per participant
- PRACTITIONER ANSWER SHEET: one copy per participant
- DISCUSSION GUIDE: one copy per participant
- Newsprint sheets: one per two participants
- Broad-tipped black felt pens: one per two participants

Attached handouts:

CLIENT ROLE SHEET, CLIENT A
CLIENT ROLE SHEET, CLIENT B
CLIENT ROLE SHEET, CLIENT C
CLIENT ROLE SHEET, CLIENT D
} Two of the four CLIENT ROLE SHEETS to be selected for use (one page each)
PRACTITIONER ROLE SHEET (one page)
CLEINT ANSWER SHEET (three pages)
PRACTITIONER ANSWER SHEET (three pages)
DISCUSSION GUIDE (two pages)

Advance preparation:
Duplicate handouts, as designated above. Select two CLIENT ROLES to fit the particular participant group. The two CLIENT ROLES should be duplicated onto two different colors of non-white paper to aid in the coordination of the game.

Directions: (Estimated times are indicated in parentheses.)

1. Explain that this exercise will involve practice in role-playing an interchange between a practitioner and a client. The client is coming to a practitioner at an information desk to get help in a troublesome situation. The purpose of this practice is to provide guidance in monitoring interactions. Hand out one of the two CLIENT ROLE SHEETS to every other participant in the semicircle. Hand out one-half of the PRACTITIONER ROLE SHEETS to the remaining participants. Participants should form practitioner-client dyads by pairing up with the person next to them. If there is an odd number of participants, form one three-person group (one participant being an observer) or pair one participant with a leader. Dyads may want to spread out in the room so that their conversations will not interfere with other groups. (5)

2. Clients and practitioners should take some time to consider their roles and then begin. Practitioners can get things going by simply saying, "May I help you?" (5)

TRACKING THE TRANSACTION (continued)

3. When 5 minutes have passed, hand out CLIENT ANSWER SHEETS to the clients (the ones with colored ROLE SHEETS) and PRACTITIONER ANSWER SHEETS to the practitioners. Allow time for participants to respond as individuals to the ANSWER SHEETS. (5)

4. When participants have had a chance to respond to their respective answer sheets, hand out a copy of the DISCUSSION GUIDE to each participant. Allow time for working with the DISCUSSION GUIDE. (10)

5. Hand out the second CLIENT ROLE SHEET to participants who were practitioners during the first round and PRACTITIONER ROLE SHEETS to those who were clients. Allow time for study of the new roles. (5)

6. Begin second round of role-play. (5)

7. When 5 minutes have passed, hand out CLIENT ANSWER SHEETS to the clients and PRACTITIONER ANSWER SHEETS to the practitioners. Allow time for the participants to respond to the ANSWER SHEETS. (5)

8. Have the role-play pairs turn to the DISCUSSION GUIDE to discuss answers and to add new responses. (10)

9. Pass out a newsprint sheet and a felt pen to each pair. Pairs should then record their three things that would be helpful in tracking the transaction (as requested by the DISCUSSION GUIDE) and should post the newsprint sheet on the wall. Indicate where the sheets should be posted and provide masking tape. Participants should study each other's newsprint sheets as they are posted. (15)

10. Reconvene the full group and have each pair report on its three things. Each successive pair should be asked to report only on new aspects, not to repeat things already mentioned by other pairs. (25)

Logic of module: Because of changing situationality and varying situational paths, the behavior of the practitioner cannot be stipulated in advance. The practitioner can be trained in an increasing repertoire of communication behaviors, but the selection of a behavior to use at a given moment must be made by the practitioner based upon observation. However, the practitioner can be taught to have an increased awareness of the client on which to base the selection of behavior. This module asks participants to focus on what happened during a practitioner-client interchange, to examine what happened from both the practitioner and the client points of view, and to assess the helpfulness of the practitioner's communications. Finally, on the basis of two role-played experiences, participants are asked to suggest three indicators of quality that can be used in the future for tracking interactions with

TRACKING THE TRANSACTION (continued)

clients. Thus, the product of this module is not a prescription for practitioner movement during the interaction, but participant-generated recommendations for attending to the client.

TRACKING THE TRANSACTION (handout)

CLIENT ROLE SHEET, CLIENT A

You are very worried about the taxes on your house. They just seem to keep going up and up, and soon you may not be able to afford living there. You really come to the practitioner with two needs: you need someone to listen to your worry about taxes and you would like someone to explain to you why land taxes are so high. As you and the practitioner talk, one possibility is that you may begin to see your situation as problematic: nothing is to be done and you'll just have to live with it.

If you are running out of things to say about your situation, you can always talk about your aged cousin who lives with you and complicates this situation.

TRACKING THE TRANSACTION (handout)

CLIENT ROLE SHEET, CLIENT B

You are concerned about your child who refuses to see a dentist about a bad tooth. You've tried everything you can think of, but the child becomes impossible to live with when the subject is brought up. One time you made an appointment, but when the time came to go the dentist, the child hid and stayed hidden for 12 hours. You initially want to know how to get the child to the dentist without wrecking your home. As you talk to the practitioner, your need changes into a need for reassurance that you are a good parent.

If you are running out things to say about your situation, you can always talk about your aged cousin who lives with you and complicates this situation.

TRACKING THE TRANSACTION (handout)

CLIENT ROLE SHEET, CLIENT C

You are concerned about your daughter's school environment. You've heard about theft from lockers, dope in the schools, and even physical abuse. Your daughter has been complaining about having to go to that school. Initially, you see your situation as a worry, but as you talk to the practitioner, you begin to see that you have a decision to make: where to send your daughter to school. Finally, the situation becomes a barrier as you realize that you can't afford the school she should have.

If you are running out of things to say about your situation, you can always talk about your aged cousin who lives with you and complicates this situation.

TRACKING THE TRANSACTION (handout)

CLIENT ROLE SHEET, CLIENT D

You are very worried about food prices. It seems like you can't afford to live, and the prices are getting worse all the time. You want to learn how to shop more economically. But you continually shift back and forth between seeing your situation as a decision, e.g., "Where to shop" or "Where to buy", and seeing your situation as a worry, e.g., "How can I ever cope".

If you are running out of things to say about your situation, you can always talk about your aged cousin who lives with you and complicates this situation.

TRACKING THE TRANSACTION (handout)

PRACTITIONER ROLE SHEET

You are a super-helpful practitioner. You should picture yourself at an information desk where your job is to provide clients with information that will be helpful to them. You may make up plausible sources of information for the client if that will help, but your concentration should be on the client, rather than on the sources of information.

TRACKING THE TRANSACTION (handout)

CLIENT ANSWER SHEET

Please respond to these questions as an individual before discussing them with your partner.

1. As a client, how comfortable would you say you felt in this interaction with a practitioner?

   Very comfortable__________
   Somewhat comfortable________
   Somewhat uncomfortable______
   Very uncomfortable_________

2. How comfortable would you say the practitioner felt?

   Very comfortable__________
   Somewhat comfortable________
   Somewhat uncomfortable______
   Very uncomfortable_________

3. How intelligent did the practitioner consider you to be?

   Very intelligent__________
   Somewhat intelligent________
   Somewhat unintelligent______
   Very unintelligent_________

4. At the end of the transaction, would you say your situation was:

   Resolved________________
   Partially resolved_________
   Unresolved______________

5. What did you expect the practitioner to do for you?_______________

   ____
   ____

6. What situation types were you involved with during this interaction? Decision? Barrier? Worry? Problematic? Comprehending? How did the situation type change during the interaction?

   ____
   ____
   ____

TRACKING THE TRANSACTION (handout)

7. What did the practitioner do when your situation type changed? How was the practitioner responsive to the change?

____

____

____

8. What kinds of information questions would you say you had in this interaction? To assess the situation/system? To learn options, alternatives? To locate in time and space? To learn reasons and causes? To learn the ideas of others? To learn procedures?

Describe some points at which you had particular information questions.

____

____

____

9. Overall, would you say that the practitioner helped you in your attempts to inform yourself?

____

10. At what points in the interaction would you say you were helped? What happened? How was it helpful? What happened next?

____

____

____

11. At what points in the interaction would you say you were not helped? What happened? Why wasn't it helpful? What happened next?

____

____

____

TRACKING THE TRANSACTION (handout)

12. Did you experience any communication accidents during your interchange with the practitioner? What were they?

How might each have been averted?

13. What events occurred during this interchange that could be used as indicators of quality? Which elements of the transaction should be tracked as measures of progress?

TRACKING THE TRANSACTION (handout)

PRACTITIONER ANSWER SHEET

Please respond to these questions individually before discussing them with your partner.

1. As a practitioner, how comfortable would you say this client felt in this interaction?

Very comfortable___________
Somewhat comfortable_______
Somewhat uncomfortable_____
Very uncomfortable_________

2. How comfortable did you feel as a practitioner?

Very comfortable___________
Somewhat comfortable_______
Somewhat uncomfortable_____
Very uncomfortable_________

3. How intelligent did you judge this client to be?

Very intelligent___________
Somewhat intelligent_______
Somewhat unintelligent_____
Very unintelligent_________

4. At the end of the transaction, would you say this situation was:

Resolved__________________
Partially resolved________
Unresolved________________

5. What did this client expect you to do for him?____________________

____

____

6. What situation types was the client involved with during this interaction? Decision? Barrier? Worry? Problematic? Comprehending? How did the situation type change during the interaction?

____

____

____

TRACKING THE TRANSACTION (handout)

7. What did you do as a practitioner when the situation type changed? How were you responsive to the change?

8. What kinds of information questions would you say the client had in this interaction? To assess the situation/system? To learn options, alternatives? To locate in time and space? To learn reasons and causes? To learn the ideas of others? To learn procedures?

   Describe some points at which the client had particular information questions?

9. Overall, would you say that you helped the client in his attempts to inform himself?

10. At what points in the interaction would you say you were helpful? What happened? How was it helpful? What happened next?

11. At what points in the interaction would you say you were not helpful? What happened? Why wasn't it helpful? What happened next?

TRACKING THE TRANSACTION (handout)

12. Did you experience any communication accidents during your interchange with the client? What were they?

____

____

How might each have been averted?

____

____

13. What events occurred during this interchange that could be used as indicators of quality? Which elements of the transaction should be tracked as measures of progress?

____

____

____

TRACKING THE TRANSACTION (handout)

DISCUSSION GUIDE

As a practitioner and client interact, each is traveling on his own time line while attempting to come together with the other. Their interaction is taking place over time. It is a dynamic series of events. The interaction contains a multitude of opportunities for communication accidents and also a multitude of choices for the practitioner and the client to make. The practitioner needs to develop facility at evaluating the progress of the interaction while it is occurring. Evaluation after the interaction is completed is too late. It is after the fact.

Thus, the practitioner must be continually checking on the progress of the transaction: Am I being helpful or not? What situation type is this at this point? How can I assess how the transaction is going? And, most importantly, What should I do next as a result of my evaluation? The purpose of tracking the transaction, of monitoring and evaluating, is to suggest what the practitioner should do next.

You have just role-played an interaction and have responded to some questions that tried to tap events that occurred during the interaction. The test of this GUIDE will suggest how you and your partner might make use of your answers to the questions on the ANSWER SHEETS.

The questions on the ANSWER SHEETS are matched by their question number. For example, on the CLIENT ANSWER SHEET, question #1 is, "As a client, how comfortable would you say you felt in this interaction with a practitioner?" On the PRACTITIONER ANSWER SHEET, question #1 is, "As a practitioner, how comfortable would you say this client felt in this interaction with a practitioner?" It will be best for you to review your answers to the ANSWER SHEETS question by question, each of you reading your answer and briefly discussing any differences. After you have reviewed your answers, please respond as a pair to the questions below. Since the interaction will be repeated, space is provided for responses to the questions at the end of the first round and those of the second round.

1. On which questions were you basically in agreement?

First round ____

Second round ____

TRACKING THE TRANSACTION (handout)

2. On which questions were you basically disagreeing?

First round ____

Second round ____

3. How would you explain the disagreement?

First round ____

____

____

Second round ____

____

____

4. What can you do, as a practitioner, to better monitor the quality of interactions you have with clients?

First round ____

____

____

Second round ____

____

____

5. (After second round) What improvements in tracking the transaction did you see during the second round?

____

____

____

As a summary of your experience with this exercise, choose three things that you and your partner decided would be helpful in tracking the transaction. Write the three things on a sheet of newsprint and post it on the wall as your leader indicates.

MODULE #19: BARRIER BUSTING

Rationale: Implementation of the client-in-situation approach will require changes. These changes can occur at the level of the individual client-practitioner interaction. Or, they can occur at the level of the system. These changes may involve only redefinitions of current capabilities or facilities. Or, they may involve invention of new policies and procedures, use of new capabilities or facilities. At whatever level or whatever magnitude the changes are introduced, there are some expected barriers that the individual practitioner must become aware of and learn to deal with. These barriers include the resistance to change that is present in any human system as well as the traditional policies and procedures that have become the established and historically accepted bases for operation of systems oriented to objective information rather than individual informing.

Purpose: THE PURPOSE OF THIS MODULE IS TO CREATE AN AWARENESS THAT:

a) A VARIETY OF CONSTRAINTS WILL HAVE TO BE DEALT WITH IN IMPLEMENTING THE CLIENT-IN-SITUATION APPROACH;
b) SOME TRADITIONAL CAPABILITIES AND FACILITIES CAN BE USED WITH SOMETIMES ONLY SLIGHT REDEFINITION IN ORDER TO IMPLEMENT THE CLIENT-IN-SITUATION APPROACH.

References: The issue of normative versus client-in-situation approaches to service is addressed throughout the Phase I and Phase II reports. Specifically, the Phase I report discusses the limitations of the normative approach to information systems in Chapter II, pages 84-85 and 88-95. The most explicit contrast between the two approaches is presented in Chapter II of the Phase II report, pages 53-60.

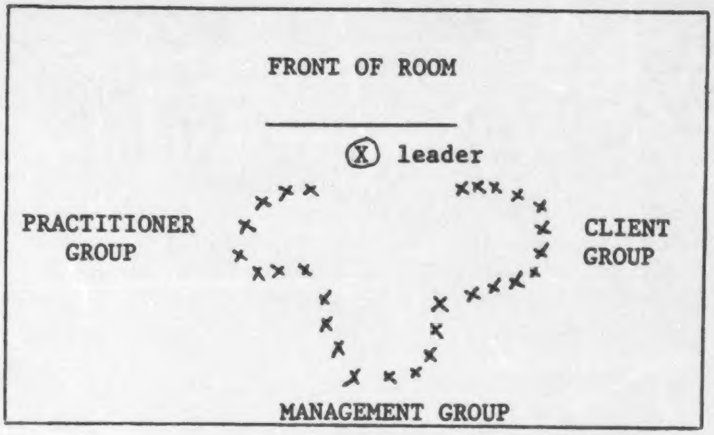
No. of participants:
15 to 36

Estimated time for module:
2 hours

Instructional style:
Group role playing
Small group discussion
Full group discussion

Room arrangement:
The module requires a special room arrangement as is illustrated in the following diagram:

BARRIER BUSTING (continued)



Supplies needed:

- CLIENT ROLE SHEET: one copy per three participants
- PRACTITIONER ROLE SHEET: one copy per three participants
- MANAGEMENT ROLE SHEET: one copy per three participants
- DISCUSSION SHEET: one copy per participant
- NEWSPRINT PAD SHEETS: five each for three small groups
- BROAD TIP BLACK FELT PENS: one each for three small groups

Attached handouts:

CLIENT ROLE SHEET (one page)
PRACTITIONER ROLE SHEET (one page)
MANAGEMENT ROLE SHEET (one page)
DISCUSSION SHEET (one page)

Advanced preparation:

Duplicate handouts, as designated above.

Directions: (Estimated times are indicated in parentheses.)

1. Explain that this exercise will involve group role playing of a practitioner and a client in an agency setting. Divide the participants into three groups of approximately equal size. One group will play the client, one the practitioner, and one the management. Have each group move its chairs so they are in small semicircles, as indicated in the room arrangement diagram. Follow the room arrangement diagram in assigning roles to each group. Hand out the appropriate role sheet to each group. Give groups time to study and develop the roles indicated in their group assignment. Visit each group individually to answer questions. (20)

BARRIER BUSTING (continued)

2. Give the management team time to post and briefly explain their initial policies. (5)

3. Explain to the participants that after the role-playing begins, there are three conditions under which the role-playing can be stopped. These are:
    MANAGEMENT STOP: Management feels a policy is not being adhered to or the practitioner is not being efficient.
    INVENTION STOP: Practitioners feel a need for a time-out to invent a way of coping with a barrier that they see as standing between them and their ability to help the client.
    FRUSTRATION STOP: Any group may call a time-out for any reason.

    Begin the role-playing by having the client say, "I wonder if you can help me?" Allow the role-playing to continue for a maximum of 30 minutes. The leader may wish to call a halt earlier if frustration seems too high. (30)

4. At the end of the role-playing period, have participants return to their small groups. Hand out one copy of the DISCUSSION SHEET to each participant. Tell the participants that they have 25 minutes to complete the assignments listed on the DISCUSSION SHEET. (25)

5. Have each group post their BARRIER list on the wall. Give the participants a few minutes to walk around and read the lists. (10)

6. Reconvene the full group. Have each of the small groups offer one of their IDEAS for inventing or adapting and explain which of the barriers they see the IDEA as eliminating or circumventing. Continue eliciting these ideas, one from each small group, until all ideas have been presented. (15)

7. At the end of the small group presentations, ask the participants to write a personal note to themselves which answers this question: "What one thing can I do immediately to begin implementing the client-in-situation approach?" (5)

8. Have each participant, in turn, read their answer to the question. (10)

Logic of module: It is expected, in the context of the preceding modules, that many of the participants will see the leap from current approaches to the client-in-situation approach as formidable. One hoped for result of this module is that participants will see that they and their systems already have some strengths for using the client-in-situation approach. Further, it is hoped that they will see that there are many possibilities for inventing new facilities and capabilities.

BARRIER BUSTING (handout)

CLIENT ROLE SHEET

PRIOR TO THE ROLE PLAYING

Your job is to role play a client requesting service. In this exercise, your client is going to provide occasions for the practitioner (the group sitting opposite you) to invent new services or adapt existing ones in order to be most helpful to you as a client. Your task is to interact with the practitioner as a client with a complex and rich situation which provides the practitioner with many opportunities for invention and adaptation.

In the time available prior to role playing, you should develop your client role. Your client is someone who is reluctant to seek help but is mired in a complex of problems. He finds it difficult to talk about his situation. While he is at the point where he feels he needs help, he is not at all clear about what the practitioner can do. Your client is the head of a household, and he is unemployed. While awaiting employment, he has developed health problems. He also is in danger of being evicted for non-payment of rent. He is confused about why all of this is happening to him and feels there must be something he can do. At the beginning of the interaction with the practitioner, he focuses on the formidable barriers in his situation - unemployment, eviction, health. Later, he turns his situation into a worry feeling there is nothing he can do and that it's all out of control. Still later, he tries to understand the situation. Throughout the interaction, your client moves from one stance to another as he tries to inform himself about his situation.

DURING THE ROLE PLAYING

You should divide your small group in two:

HALF OF YOUR GROUP MEMBERS ARE TO BE ROLE PLAYERS

Let these "actors" sit in the middle of your group. One person may want to take the lead in role playing, but all of the selected "actors" may participate, one taking over from another as needed.

THE OTHER HALF OF YOUR GROUP MEMBERS ARE TO BE CLIENT-OBSERVERS

These observers are to take notes on two dimensions of the role-playing. They should make note of those aspects of the interaction which they see as frustrating or non-helpful from the client's point of view. Secondly, they should make note of ideas for adapting existing capabilities and facilities or inventing new ones. These ideas can be ones they hear being offered from the floor or ones they themselves come up with.

BARRIER BUSTING (handout)

PRACTITIONER ROLE SHEET

PRIOR TO THE ROLE PLAYING

Your job is to role play a practitioner who is trying to implement a client-in-situation approach while working in a conventional information agency. You will be interacting with a client (the group sitting opposite you) to provide information services that can help the client inform himself. At the same time, you will need to provide services within the constraints set down by management (the group to your right).

Your task will be to elicit a description of the situation from the client and to overcome any constraints in order to provide service. You may adapt existing services to this particular client's needs, or you may invent new services. Your client will present you with a complex client-in-situation, one which will tax your imagination. Management will present you with a number of constraints like the ones that exist in most normative systems.

Your group is to organize itself to play this role. In the time prior to role playing, you may want to begin to focus on ideas for either adapting existing facilities or capabilities or inventing new ones in order to implement the client-in-situation approach. Whatever ideas you come up with should help you in the role playing.

DURING THE ROLE PLAYING

You should divide your small group in two:

HALF OF YOUR GROUP MEMBERS ARE TO BE ROLE PLAYERS

Let these "actors" sit in the middle of your group. One person may want to take the lead in role palying, but all of the selected "actors" may participate, one taking over from another as needed.

THE OTHER HALF OF YOUR GROUP MEMBERS ARE TO BE PRACTITIONER-OBSERVERS

These observers are to take notes on two dimensions of the role playing. They should make note of all the barriers they see to the implementation of the client-in-situation approach and, in particular, the barriers they feel in the practitioner attempts to help this specific client. They should also make note of ideas for adapting existing capabilities and facilities or inventing new ones. These ideas can be ones that they hear being offered from the floor or ones they themselves come up with.

BARRIER BUSTING (handout)

MANAGEMENT ROLE SHEET

PRIOR TO THE ROLE PLAYING

Your job is to role play the management of an information agency. You are particularly concerned with efficiency and adherence to policy. Efficiency requires that the number of clients your practitioners deal with increases. Policy requires that all clients are treated equitably and that no client gets special treatment. You will be supervising a practitioner (the group to your left) in an interaction with a client (the group to your right). To prepare for this interaction, you should come up with four or five specific policies that you will expect the practitioner to adhere to. These policies should be written out on a newsprint sheet and posted for all to see. You will be given time to explain your policies briefly to all other participants.

Sample policies might include:

* The practitioner's job is to support, implement, and explain agency policy, not to criticize it to a client or to try to circumvent it.
* Practitioners must elicit client information in the following order: name, address, age, whether served by this agency before, employment status, specific nature of problem, etc.
* Practitioners should confine their service to the delivery of information or the making of referrals and refrain from personal involvement with the client.

You will have about 10 minutes to prepare your initial policy list.

DURING THE ROLE PLAYING

You should divide your small group in two:

HALF OF YOUR GROUP MEMBERS ARE TO BE ROLE PLAYERS

Let these "actors" sit in the middle of your group. As the role playing proceeds, these actors are to monitor the practitioner's adherence to policy. If you see policy being violated or if you see the practitioner being inefficient, you should stop the interaction. Or, if you wish, you may stop the interaction to announce a new policy. One of the group may want to take the lead in this role-playing, but all of the selected "actors" may participate, one taking over from another as needed.

THE OTHER HALF OF YOUR GROUP MEMBERS ARE TO BE MANAGEMENT-OBSERVERS

These observers are to take notes on two dimensions of the role-playing. They should note those aspects of the interaction which they see as barriers to the implementation of the client-in-situation approach. Secondly, they should make note of ideas for adapting existing capabilities and facilities or inventing new ones. These ideas should be ones they hear being offered from the floor or ones they themselves come up with. In taking these notes, the observers should pay particular attention to those barriers and ideas that would be of most interest to management.

BARRIER BUSTING (handout)

DISCUSSION SHEET

YOUR SMALL GROUP TASK IS TO:

1. Using your observers as resources, develop a list of the barriers to use of the client-in-situation approach tht you saw operating in the role playing. Develop your list in the context of the role you were playing.

   CLIENTS should focus primarily on those barriers which blocked the client informing process. A guiding question: At what points did the client group feel particularly frustrated as clients?

   PRACTITIONERS should focus primarily on those barriers which blocked their attempts to help clients. A guiding question: What things did the practitioner or management do that impeded the implementation of a client-in-situation approach with this client?

   MANAGEMENT should focus on all the barriers they saw operating. A guiding question: What barriers did we see operating that would need to be dealt with if the client-in-situation approach is to be implemented?

2. Make a list of the barriers generated in the above discussion on the newsprint sheets provided to your group. At this point, you will have time to brainstorm additional barriers that you feel will constrain adoption of the client-in-situation approach in information systems as you know them. Add these to your list. Put the label "BARRIERS" on this list.

3. After completing your list of barriers, review all of the ideas collected by your group for either adapting existing facilities and capabilities or inventing new ones. Complete this review in a brainstorming fashion where ideas are offered without criticism. After brainstorming make a record of your best ideas on the newsprint sheets. Label this record "IDEAS."

4. Finally, go back and number the BARRIERS. Then, record on the IDEAS sheet the numbers of those BARRIERS that you think each of your IDEAS can help alleviate.

MODULE #20: SYSTEM ACCOUNTABILITY

Rationale: The Phase I and II reports document the foci of normative information systems on across time-space characteristics of both situations, i.e., the "typical" situation and clients with different demographic characteristics. The reports also document the need to change this focus to a client-in-situation approach which deals with individual clients embedded in their unique situations. Systems using traditional approaches now rely on measures of the quantity and quality of their services which align with these traditional foci. Typical measures include number of documents circulated, number of clients with different characteristics served, and the time costs of service. While systems using the client-in-situation approach could continue to account for themselves in traditional measures, this would be limiting in several senses. First, and most important, whenever system measures of accountability are different in concept from client bases of assessment, staff understandably veer their efforts toward system measures and de-emphasize client foci. Second, measures of accountability stated in traditional terms can only make a system using client-in-situation approaches seem less useful than it is. Use of the client-in-situation approach, thus, demands both a redefinition of current accountability measures as well as the invention of new measures. In particular, the Phase I and II reports suggest that the system should at least, in part, account for itself in the same functional utilities that clients use to assess services. For a client, a book received is not a utility. Rather, it is the sense that the use of the book provides that is the utility.

Purpose: THE PURPOSE OF THIS MODULE IS TO CREATE AN AWARENESS THAT:

a) THE USE OF THE CLIENT-IN-SITUATION APPROACH WILL DEMAND A REDEFINITION OF OLD ACCOUNTING UNITS AND THE INVENTION OF NEW ACCOUNTING UNITS;
b) THERE ARE A LARGE NUMBER OF POSSIBLE REDEFINITIONS AND INVENTIONS THAT CAN BE USED;
c) SOME OF THESE REDEFINITIONS AND INVENTIONS CAN BE ASSESSED WITH RELATIVELY LITTLE EFFORT AND COLLISION WITH CURRENT SYSTEM DEMANDS.

References: This module goes a step beyond both the Phase I and Phase II reports in its explicit focus on possible system accountability measures. The Phase I report includes a discussion of the mismatch between client measures and current system measures. See, in particular, Chapter II, pages 93-95, and Chapter III, pages 114-116. The functional utilities used by citizens to assess the helpfulness of information are reported in the Phase I report, Chapter XII. The fact that practitioners focus on different functional utilities than citizens is supported throughout the Phase II report.

SYSTEM ACCOUNTABILITY (continued)

No. of participants:
6 to 36

Estimated time for module:
70 minutes

Instructional style:
Small group discussion
Full group discussion
Group role playing

Room arrangement:
Standard (see Chapter II)

Supplies needed:
- Newsprint sheets: two per small group
- Broad-tipped black felt pens: one per small group
- REDEFINITION AND INVENTION GUIDE handout: one per participant

Attached handouts:
REDEFINITION AND INVENTION GUIDE handout (one page)

Advance preparation:
Duplicate handout listed above.

Directions: (Estimated times are indicated in parentheses.)

1. Ask participants to brainstorm, i.e., suggest without criticism, the various audiences to which their information systems must be accountable. The audiences should be individuals or groups who are likely to examine the output, i.e., the quantity and quality of service; of their systems. Record the suggestions on a flipchart sheet. The finished product might look something like the following example: (10)

AUDIENCES

CLIENTS
CITY COUNCILS
LIBRARY BOARDS
MAYOR
CONSUMER GROUPS
CITIZENS' GROUPS
STATE LEGISLATORS
PROFESSIONAL ORGANIZATIONS
etc.

SYSTEM ACCOUNTABILITY (continued)

2. After recording all of the suggestions, the participants should determine which 5-6 of the audiences are the most crucial. If there is no immediate consensus, vote. (5)

3. Divide participants into as many small groups as there are crucial audiences. Each small group is to first brainstorm what indicators of accountability, i.e., measures of productivity and quality of service, are now used in reporting to or by that particular audience. Each small group should be given a newsprint sheet and a pen for recording the suggestions. A sheet might look like the following example: (5)

STATE LEGISLATORS
CURRENT MEASURES

# of clients served
amount of practitioner time per case
# of cases of a particular type
# of clients of a particular type
$ spent per case

4. Get participants' attention and hand out the REDEFINITION AND INVENTION GUIDE. Explain that each small group is to develop ideas for accountability measures that will represent the client-in-situation approach and will communicate meaningfully to the intended audience. Each group is to develop at least one measure that they feel is an invention -- an entirely new measure. In the discussion, the group members should focus on the discussion questions listed on the handout. At the end of the group work, each group should have ready a second newsprint sheet which lists their ideas. They should be prepared to present the rationale behind their ideas as well. A newsprint sheet might look like the following example: (20)

STATE LEGISLATORS
C-I-S MEASURES

# of clients in different situations
# of clients seeking different utilities
# of clients who reported they were helped in different ways
# of clients who returned for additional help on same situation

SYSTEM ACCOUNTABILITY (continued)

5. Groups then report to the full group on the indicators they would recommend. As each group reports on its measures, the members of the other groups are to take the role of the intended audience in questionning the use of the various measures. During the dialogue, the group members reporting should bring to bear the results of their discussions and the rationale behind their ideas. (30)

Logic of module: The purpose of this module is accomplished by having participants generate a large number of possible accountability measures to meet the uses of various audiences. The diversity of suggestions generated should clearly show that system accountability is not, in itself, a barrier to adoption of the client-in-situation approach. The module is also designed to explicitly gather suggestions that are seen as redefinitions of current measures requiring less change of direction within current systems.

SYSTEM ACCOUNTABILITY (handout)

REDEFINITION AND INVENTION GUIDE

Your task as a small group is to develop ideas for measures of system accountability that you feel will both represent the client-in-situation approach and communicate meaningfully to your intended audience.

THE INTENDED AUDIENCE IS:____________________________

In developing your ideas, you should develop at least one idea which you feel requires only a redefinition of a current accountability measure; and, develop at least one idea which you feel is an invention -- an entirely new measurement concept.

In developing your ideas, you should be prepared to discuss:

- Why you feel each idea represents the client-in-situation approach.
- Why you feel each idea is workable.
- Whether you see each idea as useful within current systems per se or whether its use would require system redesign and invention.
- Why you feel each idea would communicat meaningfully to the intended audience.

CHAPTER IV

EVALUATIONS OF THE MODULES

The intent of this chapter is to provide the reader with a surrogate for experience. Thus, this chapter presents detailed data reports on two test uses of the modules. The purpose of reporting these evaluations is not so much to judge the modules as "good" or "bad." Given the thoroughness of the procedures with which the modules were developed, it was expected that all of the modules would be useful in at least some circumstances. Rather, the purpose of reporting the evaluations is to provide the prospective user of the modules with some guidelines along which they can select modules to use and adapt modules to their own specific needs.

The actual procedures used to evaluate the modules are described in some detail in Chapter I. As a brief review, the modules received their debut use under two quite different training conditions. Test #1 was completed at a three-day workshop attended by 16 working practitioners -- 10 public librarians and 6 information and referral specialists. Test #2 was completed as a five-week summer course in the University of Washington School of Librarianship. The course met twice a week for 3 hours and was attended by 18 persons, primarily graduate students in librarianship. For complete lists of the participants in these two tests, see Appendices D and E.

In the process of their participation in this training, the participants each filled out evaluations of each separate module as well as the overall training experience. The forms used for collecting these evaluations are presented in Appendix F. Essentially, the form asked the participants to make judgments on 10 rating scales. Five of these scales dealt with general evaluative dimensions -- how enjoyable participation was, how involving, how much participation led to thinking, how much was learned, how challenging involvement was. The remaining five scales dealt with the applicability and relevance of the module to on-the-job situations. In addition to rating the modules on these 10 scales, participants were also asked to answer two open-ended questions. The first question asked participants to indicate what they got out of their participation. The second asked what things prevented or hindered gains.

As a result of these procedures, a total of some 600-plus evaluation sheets were obtained from the 38 participants in the two training conditions. In addition to these participant evaluations, project staff completed "observer" evaluations. There were 8 observers for Test #1 and 3 for Test #2. The observer evaluations yielded an additional 200-plus evaluation sheets.

The purpose of this chapter, then, is to compile and present for prospective users of the modules the results of this evaluation process. A total of 72 different data tables have been developed for this purpose. The data have been purposely organized in such a way that a prospective trainer can easily glean what he or she wants from them. The reader will note that no formal interpretation of the data is presented. This decision was made for two reasons. The first is that the data presentations were explicitly designed so that any individual reader might interpret them for his or her own purposes. Secondly, it was felt that any interpretation offered by the project staff would necessarily be limiting because of the staff's involvement in the development of the modules.

This chapter, then, consists primarily of a series of tables which the reader may use as needed. A prospective user of the modules will, no doubt, want to review all of the tables in order to get a more complete sense of how the modules fit together as a coherent whole and how individual modules might be extracted to meet particular purposes. The tables are organized into groups which serve different purposes. Each of these groups is explained below.

Results of participant rating scale evaluations

Each participant evaluated each of the 20 modules on 10 rating scales, as described above. Tables 4-1 through 4-20, located in Appendix H, report the frequency distributions, means, and standard deviations for these ratings. Of more interest, however, is the extrapolation of this data in Tables 4-21 to 4-30. These tables plot the means of each of the rating scales across the 20 modules. The reader, thus, can see how the participant ratings moved across modules. This kind of perspective is important to the prospective user of the modules. To look at individual ratings on a single module turns the evaluation procedure into a kind of popularity context. To look at ratings across modules and time looks instead at how purposes are accomplished by accumulative training. A trainer may well want and need to use a "less popular" module because it provides a necessary introduction to a sequence of other modules. Tables 4-21 to 4-30 are located at the end of this chapter. Readers should note that the actual number of participants evaluating a given module varies from module to module because of necessary absences from training sessions.

Results of participant open-ended evaluations

As noted above, each participant answered two questions in evaluating each module and in evaluating the overall training experience. These questions asked participants what they gained from their participation in the module and what things hindered gains. Responses to these open-ended questions by the Test #1 participants were used as the basis for developing a comprehensive content analysis scheme. Appendix G reports on the development of this scheme. Appendix G also presents a complete copy of the scheme with all of its sub-categories. Tables 4-31 to 4-51, located at the end of this chapter, present the results of the content analysis of both Test #1 and Test #2 participant answers.

Readers using these content analysis tables should review Appendix G. This is particularly important since there were 51 sub-categories used in the content analysis across all modules. A given module might actually have been responded to spontaneously by participants in only 30 of those sub-categories. This fact, in itself, may provide relevant information for a prospective trainer. Because of space limitations, however, Tables 4-31 to 4-51 have been presented including only that sub-set of sub-categories which were needed to represent participant responses to a given module. The reader who wishes to see where participants did not focus attention for a given module will need to match Tables 4-31 to 4-51 to the full content analysis scheme presented in Appendix G.

In utilizing Tables 4-31 to 4-51, the reader will note that the tables include columns of "representative comments." These comments are direct quotes from participant evaluation sheets and are presented here because it was felt that these direct quotes would be most meaningful to many prospective users of the modules.

Results of observer evaluations

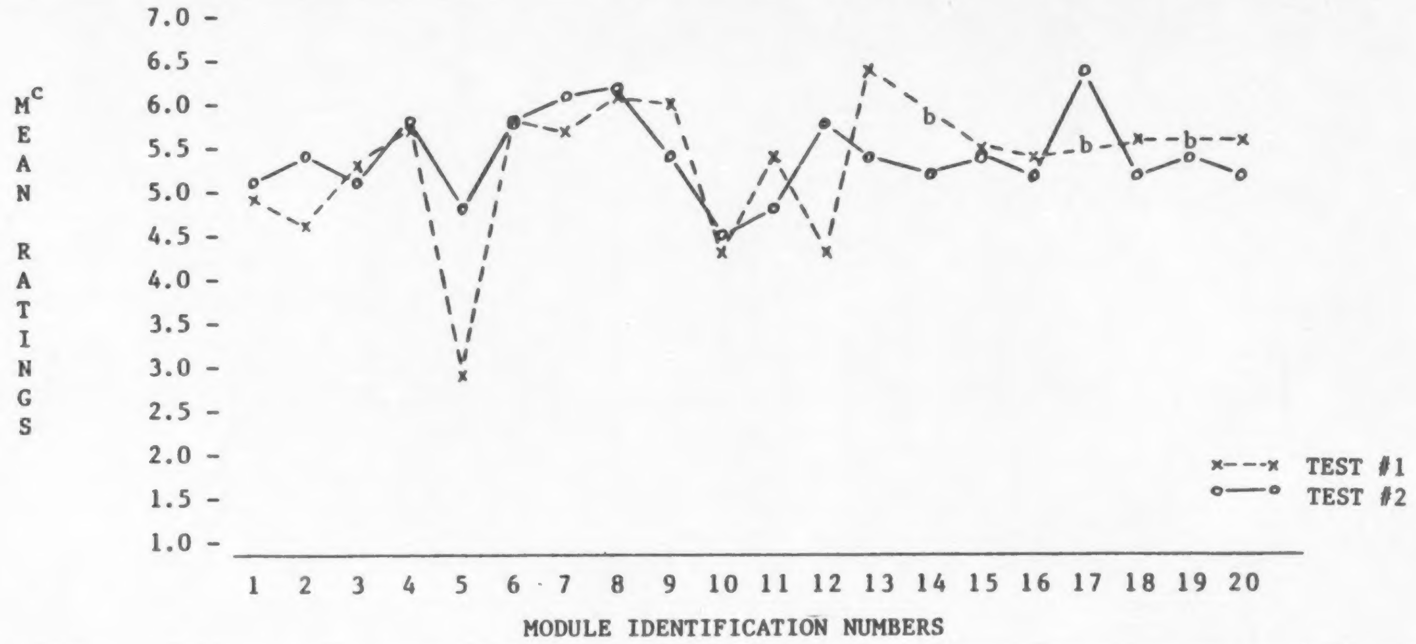
As noted above, the observer-evaluator role was formalized for both Test #1 and Test #2. There were 8 observers at the Test #1 training and 3 at the Test #2 training. The observers were all members of the project staff. The observers each evaluated each module by answering two questions: "What went well and why?" and "What went wrong and why?" Tables 4-52 to 4-71, located at the end of this chapter, report the major themes which emerged from the observer evaluations. Included in this report are any suggestions made by the observers for improvement of the module content or procedures.

Results of the timing tests

At both the Test #1 and Test #2 training situations, one observer was also designated as a timer. This provided a detailed record of the length of time each step in a given module took. The results of this record-keeping are reported in Table 4-72, located at the end of this chapter. Also reported in this table are the original times as estimated by the module developers.

Table 4-21[a]

Graphed presentation of mean ratings for all modules in the two tests on the "Quality of learning experience" attribute: "Was VERY ENJOYABLE to me" . . . "Was NOT ENJOYABLE AT ALL to me."



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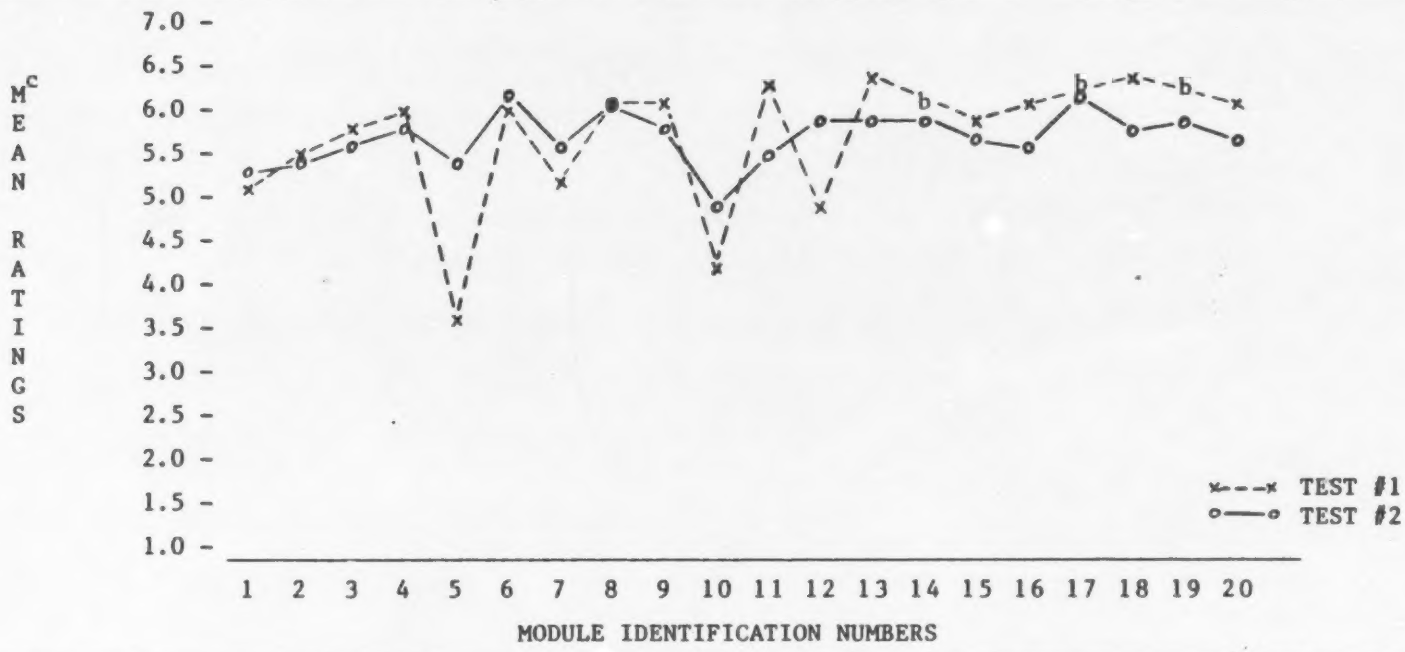
[a] This graph allows a comparison of the ratings on a single attribute for all modules tested in both tests. Raw data (means, standard deviations, and ns) are reported in Appendix H.

[b] Test #1 score is not plotted for this module since it was not used in the first workshop.

[c] The rating 7.0 indicates a maximum positive valence on the attribute; 1.0 indicates a maximum negative valence.

Table 4-22[a]

Graphed presentation of mean ratings for all modules in the two tests on the "Quality of learning experience" attribute: "Was VERY INVOLVING for me" . . . "Was NOT INVOLVING AT ALL for me."



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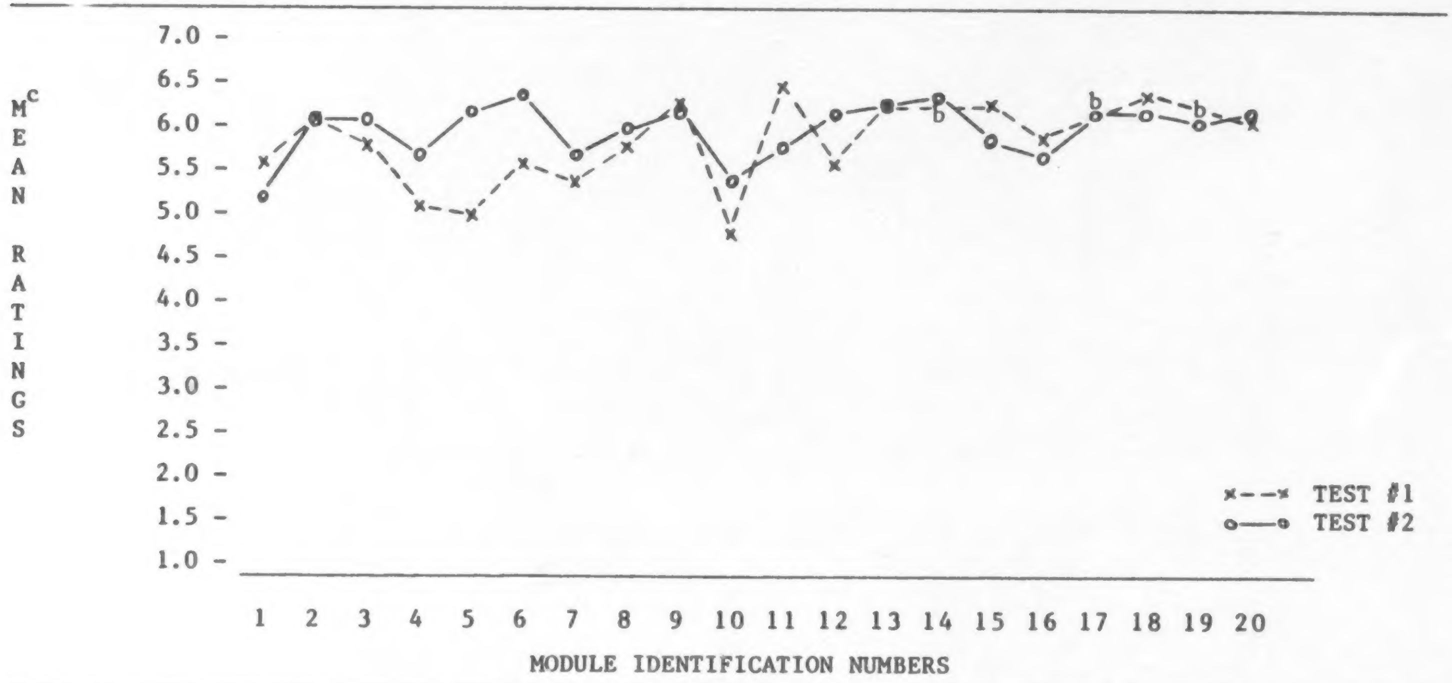
[a] This graph allows a comparison of the ratings on a single attribute for all modules tested in both tests. Raw data (means, standard deviations, and ns) are reported in Appendix H.

[b] Test #1 score is not plotted for this module since it was not used in the first workshop.

[c] The rating 7.0 indicates a maximum positive valence on the attribute; 1.0 indicates a maximum negative valence.

Table 4-23[a]

Graphed presentation of mean ratings for all modules in the two tests on the "Quality of learning experience" attribute: "Made me THINK A LOT" . . . "Made me THINK NOT AT ALL."



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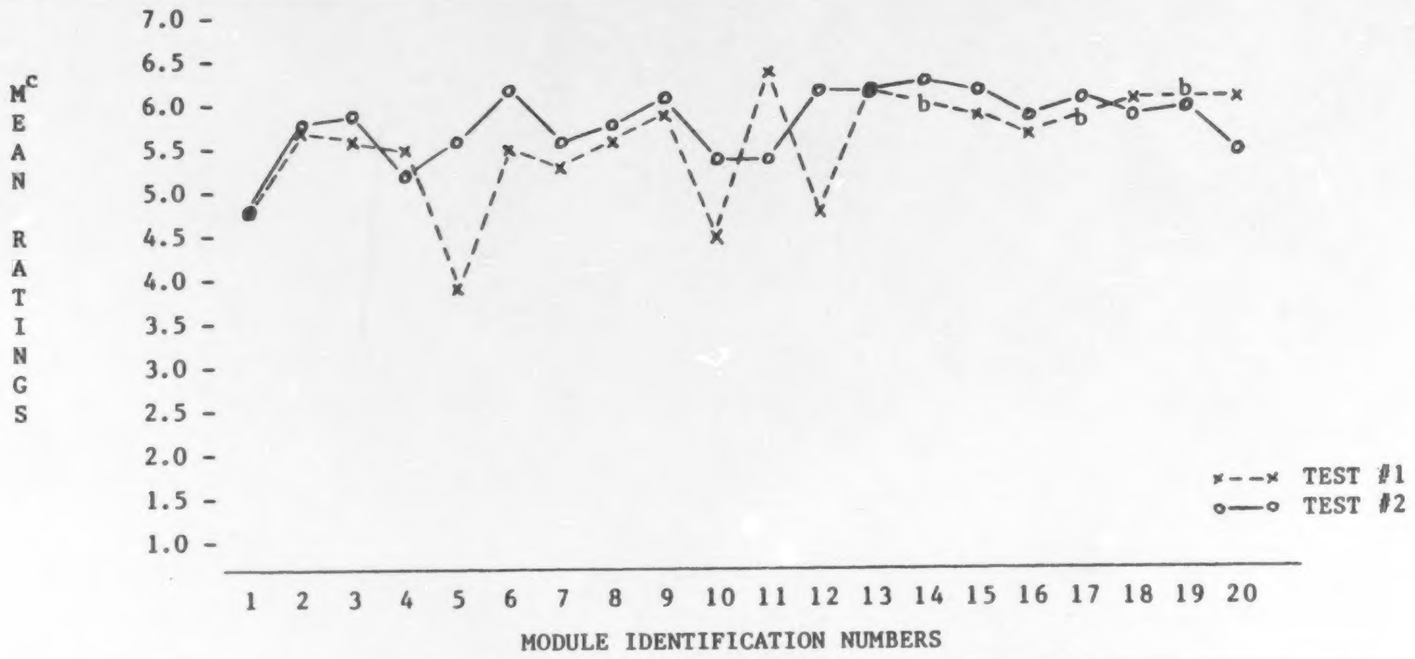
[a] This graph allows a comparison of the ratings on a single attribute for all modules tested in both tests. Raw data (means, standard deviations, and ns) are reported in Appendix H.

[b] Test #1 score is not plotted for this module since it was not used in the first workshop.

[c] The rating 7.0 indicates a maximum positive valence on the attribute; 1.0 indicates a maximum negative valence.

Table 4-24[a]

Graphed presentation of mean ratings for all modules in the two tests on the "Quality of learning experience" attribute: "Provided a LOT OF LEARNINGS" . . . "Provided NO LEARNINGS AT ALL."



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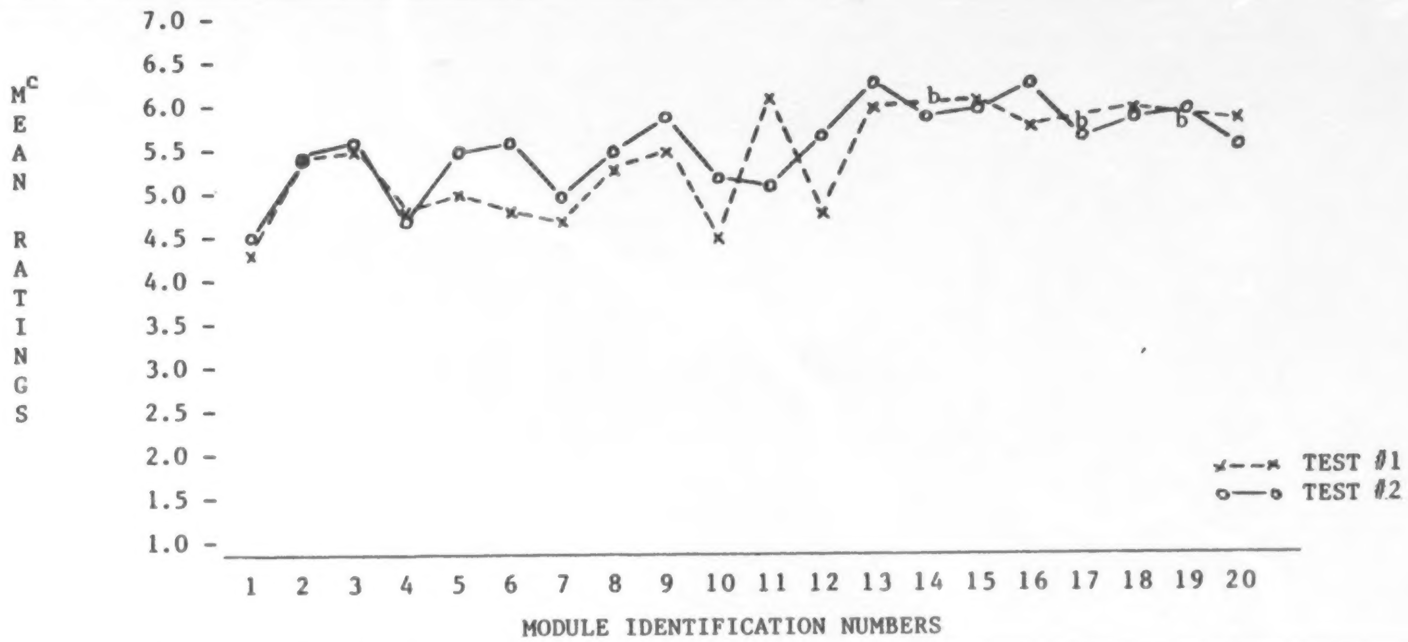
[a] This graph allows a comparison of the ratings on a single attribute for all modules tested in both tests. Raw data (means, standard deviations, and ns) are reported in Appendix H.

[b] Test #1 score is not plotted for this module since it was not used in the first workshop.

[c] The rating 7.0 indicates a maximum positive valence on the attribute; 1.0 indicates a maximum negative valence.

Table 4-25[a]

Graphed presentation of mean ratings for all modules in the two tests on the "Quality of learning experience" attribute: "Was VERY CHALLENGING to me" . . . "Was NOT CHALLENGING AT ALL to me."



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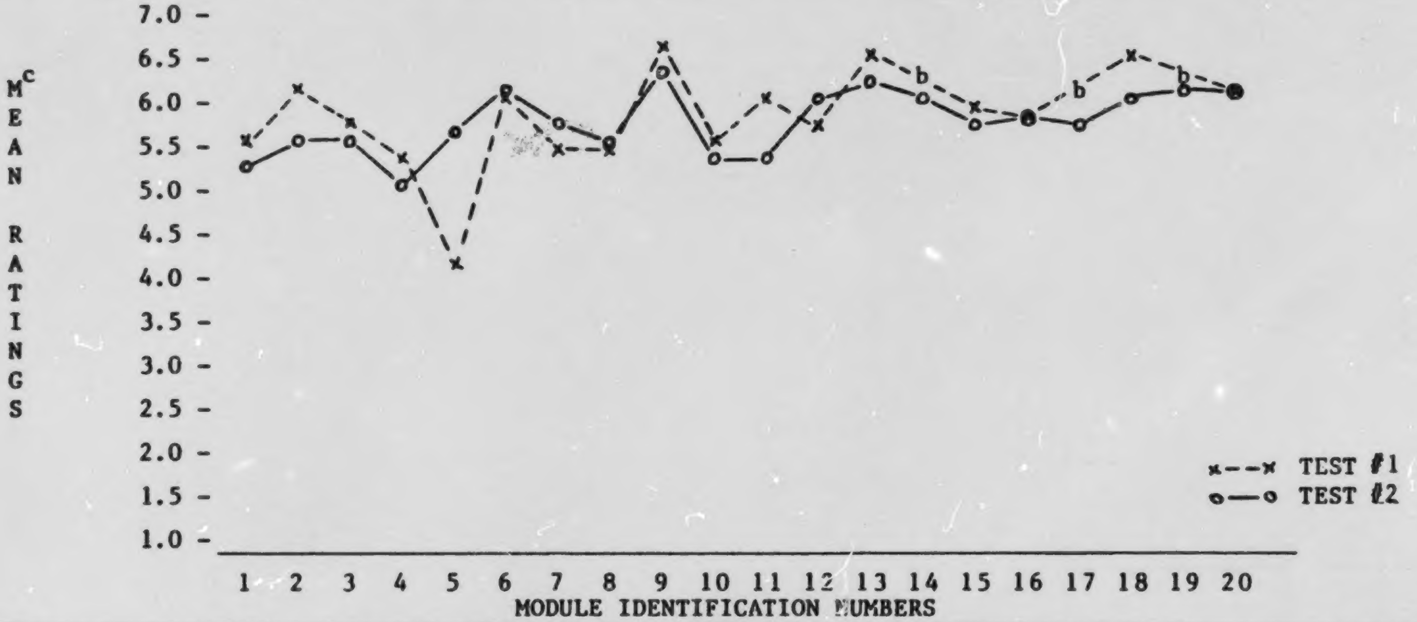
[a] This graph allows a comparison of the ratings on a single attribute for all modules tested in both tests. Raw data (means, standard deviations, and ns) are reported in Appendix H.

[b] Test #1 score is not plotted for this module since it was not used in the first workshop.

[c] The rating 7.0 indicates a maximum positive valence on the attribute; 1.0 indicates a maximum negative valence.

Table 4-26[a]

Graphed presentation of mean ratings for all modules in the two tests on the "Relevance and application of learnings" attribute: "Are VERY RELEVANT to my on-the-job situations" . . . "Are NOT RELEVANT AT ALL to my on-the-job situations."



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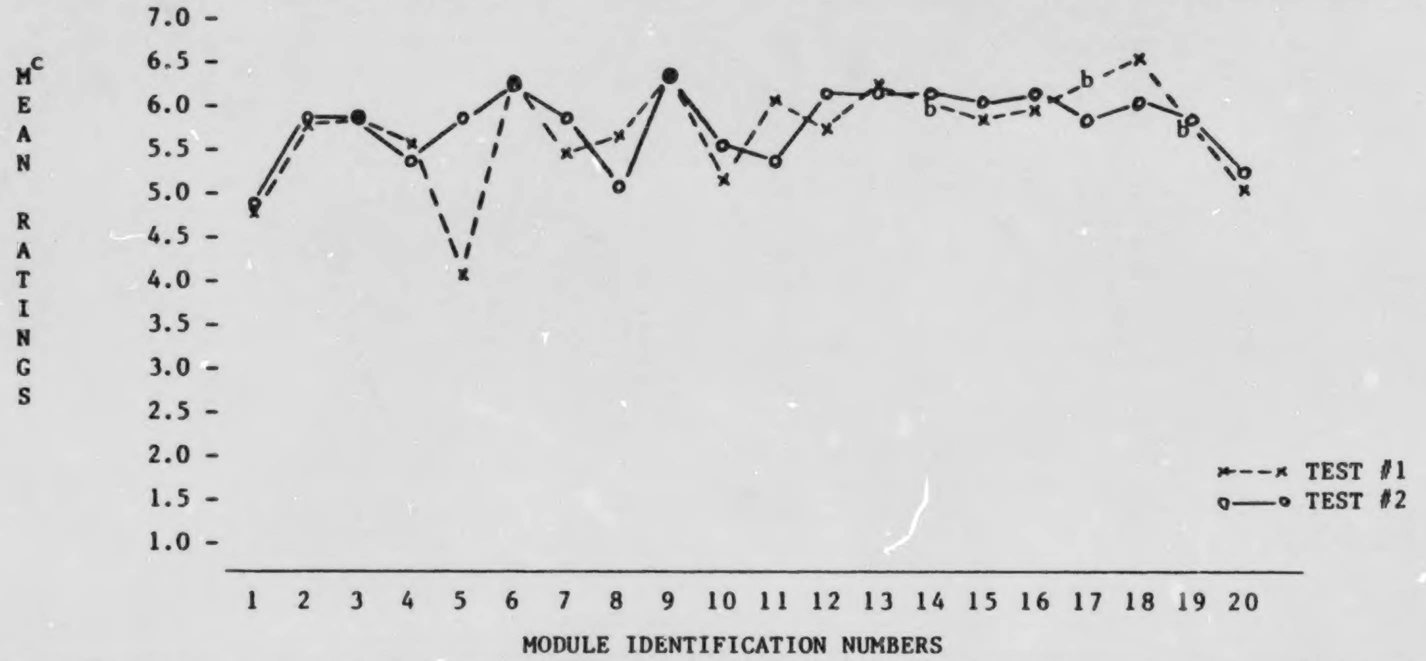
[a] This graph allows a comparison of the ratings on a single attribute for all modules tested in both tests. Raw data (means, standard deviations, and ns) are reported in Appendix H.

[b] Test #1 score is not plotted for this module since it was not used in the first workshop.

[c] The rating 7.0 indicates a maximum positive valence on the attribute; 1.0 indicates a maximum negative valence.

Table 4-27[a]

Graphed presentation of mean ratings for all modules in the two tests on the "Relevance and application of learnings" attribute: "Will be VERY HELPFUL in my interactions with clients" . . . "Will NOT BE HELPFUL AT ALL in my interactions with clients."



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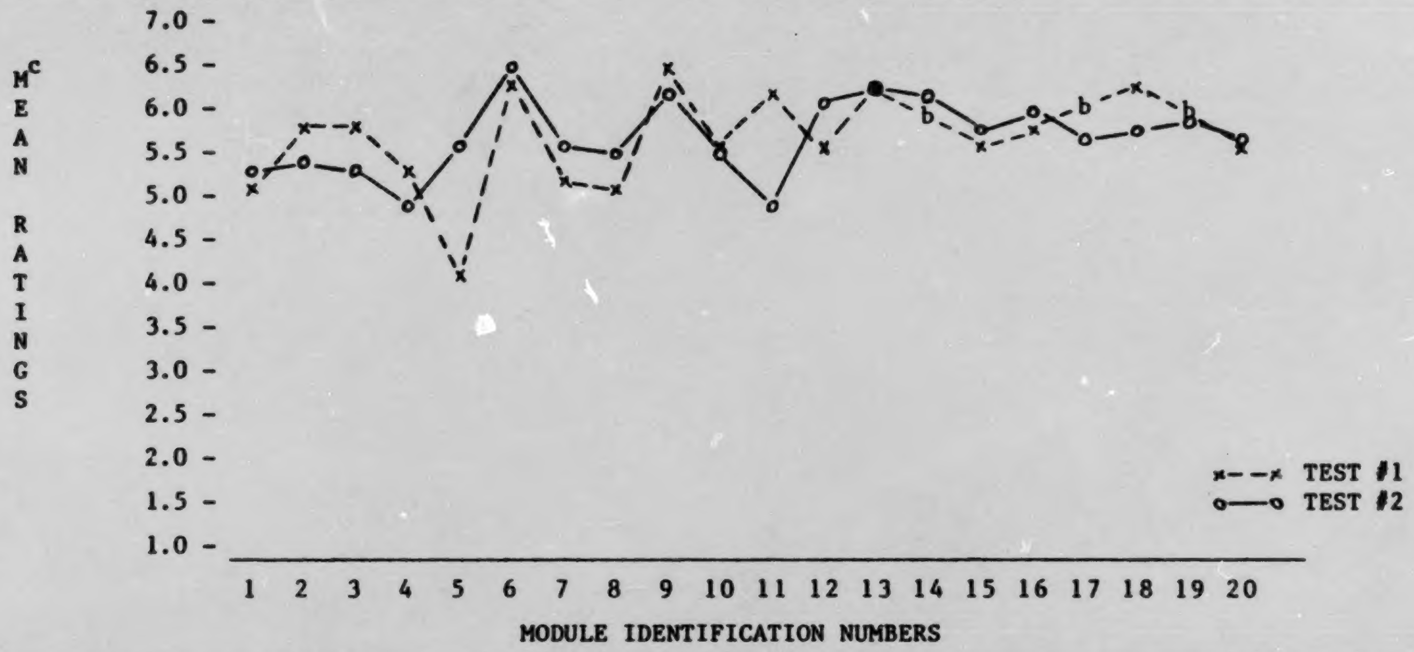
[a] This graph allows a comparison of the ratings on a single attribute for all modules tested in both tests. Raw data (means, standard deviations, and ns) are reported in Appendix H.

[b] Test #1 score is not plotted for this module since it was not used in the first workshop.

[c] The rating 7.0 indicates a maximum positive valence on the attribute; 1.0 indicates a maximum negative valence.

Table 4-28 [a]

Graphed presentation of mean ratings for all modules in the two tests on the "Relevance and application of learnings" attribute: "Will apply VERY FREQUENTLY in my work situations" . . . "Will INFREQUENTLY apply in my work situations."



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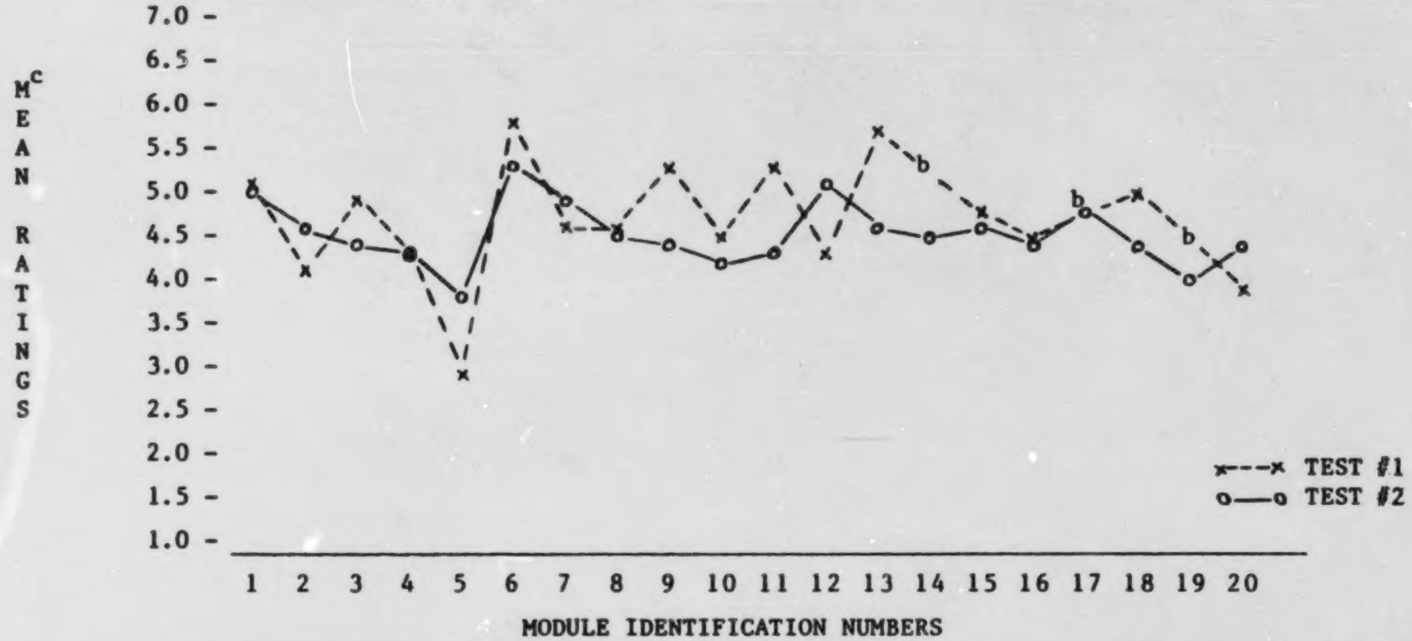
[a] This graph allows a comparison of the ratings on a single attribute for all modules tested in both tests. Raw data (means, standard deviations, and ns) are reported in Appendix H.

[b] Test #1 score is not plotted for this module since it was not used in the first workshop.

[c] The rating 7.0 indicates a maximum positive valence on the attribute; 1.0 indicates a maximum negative valence.

Table 4-29[a]

Graphed presentation of mean ratings for all modules in the two tests on the "Relevance and application of learnings" attribute: "Will be ACCEPTED WITH EASE in my institution" . . . "Will NOT BE ACCEPTED in my institution."



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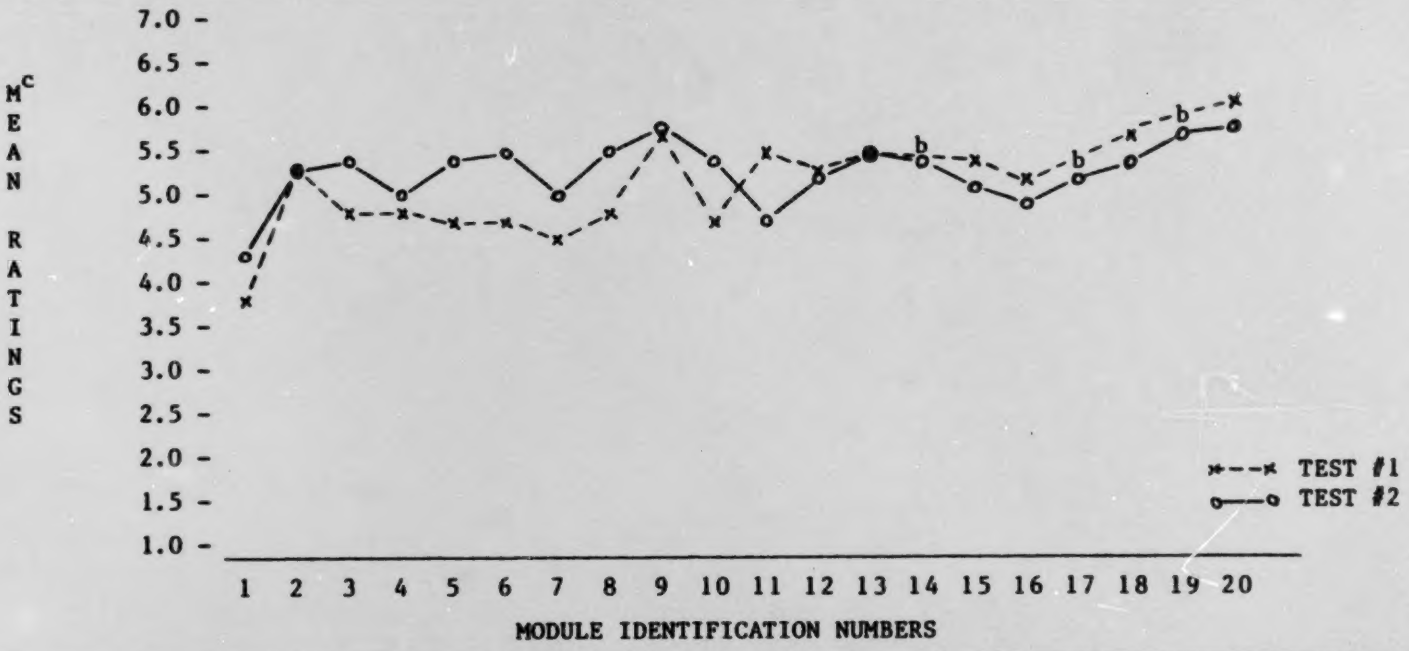
[a] This graph allows a comparison of the ratings on a single attribute for all modules tested in both tests. Raw data (means, standard deviations, and ns) are reported in Appendix H.

[b] Test #1 score is not plotted for this module since it was not used in the first workshop.

[c] The rating 7.0 indicates a maximum positive valence on the attribute; 1.0 indicates a maximum negative valence.

Table 4-30[a]

Graphed presentation of mean ratings for all modules in the two tests on the "Relevance and application of learnings" attribute: "GAVE ME A NEW sense of direction for my profession" . . . "Did NOT GIVE A NEW sense of direction for my profession."



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[a] This graph allows a comparison of the ratings on a single attribute for all modules tested in both tests. Raw data (means, standard deviations, and ns) are reported in Appendix H.

[b] Test #1 score is not plotted for this module since it was not used in the first workshop.

[c] The rating 7.0 indicates a maximum positive valence on the attribute; 1.0 indicates a maximum negative valence.

Table 4-31

Results of content analysis of participant evaluations of Module #1, WHERE ARE YOU NOW.

CATEGORIES	TEST #1^a		TEST #2^a		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	2	12.5	0	0.0	* *I realized more fully that there is no typical client.* * *Clarification of the client as not having specific characteristics.*
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	1	6.2	0	0.0	* *I was struck by the dichotomy several librarians made concerning the terms "informational" and "recreational". It does not seem like a valid distinction because a book can be both.*
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	12	75.0	13	72.2	* *Made me aware of my role, the goals of my job, the purpose of my institution.* * *Made me aware of the need to question, reconsider, and clarify for myself the role of my institution and the services offered.* * *I got an idea of how little I've thought about my role and my potential role.* * *Made me think about the overall objectives of my institution--put things in a broader perspective.* * *It made me see the librarian-patron relationship in a slightly different perspective which I prefer.* * *Focused on some of my standard ways of dealing with clients.* * *Learned about services offered by other information delivery agencies.* * *Learned about how other practitioners view their jobs and clients.* * *Learned about the differences and similarities among institutions.* * *Learned that my conception of the information needs of my patrons are much the same as that of other practitioners in other fields.*
Participant's awareness of other learnings, insights, perspectives gained.	0	0.0	3	16.7	* *Helped me begin to think about concepts.* * *Exchange of some interesting experiences and ideas. Beneficial.* * *I'm now able to recognize familiarities which may be subtle.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of own shortcomings, or/and own misperceptions.	1	6.2	0	0.0	* *Awareness of my lacks and needs.*

(continued)

Table 4-31 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	1	6.2	2	11.1	* _I had difficulty articulating._ * _I lack the knowledge of small-group focusing techniques._ * _Until I get adjusted to the new way of thinking, I feel lost and flounder until enough knowledge is gained to produce understanding._
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	3	18.7	0	0.0	* _Tradition--it hinders my flexibility._ * _The module might be more useful with practitioners who are less propagandized than trained practitioners._ * _I already had in mind the purposes and clients of our library so I didn't feel I learned much._
Participant's lack of knowledge and information about own system or/and lack of experience.	1	6.2	3	16.7	* _My lack of experience hindered me._ * _As I do not work in a library yet, I had to "invent" my own experience. This hindered me._ * _I had some insecurity in the discussion situation since it included practicing librarians and I'm still a student. It makes me feel stupid._ * _I do think this module would be very difficult for those not already working in the field._
Participant's inability to attend to more than one thing at a time.	0	0.0	1	5.5	* _I have to fight so hard to force myself to participate in the group discussion that I don't have much energy for anything else._
Participant's personal dislike for the format of the module.	0	0.0	1	5.5	* _Whenever I'm in a group, especially of strangers, I wish I could become invisible so no one will notice me._
Participant's physical limitations such as fatigue, exhaustion or laziness.	0	0.0	1	5.5	* _I was feeling a bit weak and dragged out due to illness and felt out of it because I hadn't been able to sleep the night before._
Participant's reluctance to get involved or participant's lack of interest.	0	0.0	1	5.5	* _I just wanted to sit back and watch._

(continued)

Table 4-31 (continued)

CATEGORIES	TEST #1^{a}		TEST #2^{a}		REPRESENTATIVE COMMENTS
	n	%	n	%	
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	0	0.0	2	11.1	* *While the subject is important, discussing answers seems redundant.* * *I had this feeling that one person in the group thought he knew all the answers.* * *It seems necessary to establish a base of understanding among participants. Without it, it is difficult to formulate similarities and differences. At this point I don't see any value to continued discussion.*
Lack of time for discussions, practices or playing, more time needed.	1	6.2	4	22.2	* *Needed more time for small group discussion.* * *Needed more time to think about own answers.*
Module/exercise should have been introduced earlier.	1	6.2	0	0.0	* *I wish we could have started earlier.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	2	12.5	2	11.1	* *Had the opportunity to work toward a common ground/developed a sense of commonality with other participants.* * *A chance to talk with other people in the group.* * *The module facilitated meeting people I didn't know in a more meaningful way than other "ice-breaker" types of games.*
Format (other than group interaction) of module facilitated gains.	1	6.2	2	11.1	* *It was good to actually write out the purpose of my institution and description of typical clients.* * *Verbalizing about the public I work with made me more aware of its characteristics which are usually known but not examined in detail.*
Connections within/between/among modules were clear.	2	12.5	1	5.5	* *It helped me get tuned in to what this workshop is all about.* * *It was an orientation to the "gestalt" of the workshop.* * *The module was a beginning which hinges on old knowledge but may plunge into new ideas.*

(continued)

Table 4-31 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Content or topic of module not interesting, nothing new, redundant to what was know.	1	6.2	1	5.5	* *I've given these ideas a great deal of thought already. They're nothing new.* * *It's rather redundant to things I've done in other workshops.*
Other content and subject matter of module that hindered participants from gaining.	0	0.0	1	5.5	* *The subject matter is too general.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	0	0.0	1	5.5	* *It documented the "where are you now" so I may refer to it in the future.*
Applicability/usefulness of module to work/real life situation was clear/relevant.	1	6.2	0	0.0	* *What I learned from this module might be helpful in the narrative portion of the budget.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Participants were unable to apply or make use of module.	0	0.0	1	5.5	* *I gained but not in areas I can take back to my library.*
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	0	0.0	1	5.5	* *A good start-off!*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #1	16	—	18	—	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, all of the Test #1 and all of the Test #2 participants evaluated Module #1. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 becuase each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-32

Results of content analysis of participant evaluations of Module #2, THE COLLECTIVE CLIENT.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	2	12.5	3	17.6	* *Made me see how the external factors, what we see in a pattern, is not the most important way to judge the client's needs.* * *It made me aware of the make-up of the public--their different needs.* * *There is no typical client. There is need for understanding; lack of understanding leads to frustration on the part of the client.* * *Increased awareness of information needs as perceived by clients.* * *Awareness of the need to be more attentive to what the client needs.*
Participant's awareness of the bases people use for assessing helpfulness of information and the need to measure system and practitioner effectiveness and accountability in a user context.	0	0.0	1	58.9	* *Made me aware of the client's expectations for the institution of libraries.*
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	2	12.5	6	35.3	* *Made it obvious how little practitioners know of clients' needs.* * *I learned that we often over and underestimate the needs of clients in information seeking situations.* * *Increased awareness of the discrepancy between client and practitioner perceptions.* * *Awareness of the huge nature of "information giving" and the subtleties of seeker/practitioner dynamics.* * *I was encouraged by the fact that librarians tended to overestimate their clients.* * *I expected the discrepancies. I tend to be more jaded or pessimistic about the general public's use of information agencies than most practitioners.*
Participant's awareness of other learnings, insights, perspectives gained.	3	18.7	2	11.8	* *I found ways to classify the data and saw patterns emerge.* * *I learned about a more general population than the one I work with and got a new perception of users' perceptions of themselves.* * *I was amazed at the number of people that are misinformed about what they can and can't get at all the various institutions and at the number who don't even try.* * *A pretty new idea and view/perspective on the collective client.*

(continued)

Table 4-32 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of own shortcomings, or/and own misperceptions.	11	68.7	5	29.4	* _I do not know my clients as well as I thought I did._ * _Recognized discrepancy between my perception and client's perception of himself, the institution, and his situation._ * _This made me aware of how the general population faces problems--as compared with how I estimated the situation._ * _Dislodged some rather firmly seated ideas._ * _Surprised at great discrepancies--disappointed at lack of own awareness._ * _Corrected some pretty inaccurate assumptions._ * _Learned of how misinformed I am about what is available in institutions._ * _My perspective of the collective client was more negative than I realized._ * _I underestimate intelligence and objectivity and overestimate emotional responses but the ones I was closest in were estimates of feelings._ * _I was hindered by my frustration in finding out a lot of things I didn't know but which I thought I did._
Participant's awareness of other new insights/perspectives he gained about self.	2	12.5	1	5.9	* _I realized that I am basically a pessimist regarding individual's ability to reach out and seek solutions for their problems and express their needs coherently._ * _Learned my perception of the client is not as far off as it could be._ * _I found I had large discrepancies in 3 or 4 questions that may be a result of my pessimism about the public's use of information agencies._
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	2	12.5	0	0.0	* _I tended to focus on my clients instead of the general public._ * _I fluctuated in how I related to the questions--as client, practitioner, or general adult._
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	1	6.2	0	0.0	* _Conditioning I have in the perception of prospective client/actual clients hindered me._

(continued)

Table 4-32 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's lack of knowledge and information about own system or/and lack of experience.	0	0.0	5	29.4	* *My lack of experience hindered me.* * *My own limited knowledge of the spectrum of patrons.* * *My experience, which is limited to homogeneous groups prevented me from accurate analysis of the total population.* * *The chance of guessing so much of the material without real knowledge made me reluctant at first.* * *I learned I needed more exposure to a public library setting to get a better feel for the problems of general readers.*
Participant's personal dislike for the format of the module.	2	12.5	1	5.9	* *Estimating percentages is very difficult--too abstract.* * *Writing down numbers and adding was unpleasant.* * *Questions should be stated either all positively or all negatively for clarity.*
Participant's perception that he is being restricted by resources/services provided by the system.	1	6.2	0	0.0	* *I felt restricted by the resources or services my system provides.*
Other individual limitations of participants not codable above.	1	6.2	0	0.0	* *It was very hard to look at the general public.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	1	6.2	2	11.8	* *Several positions represented in the statements prevented me from understanding all statements.* * *Some of the statements on the form were vague--it would have helped to have been able to ask questions.* * *The definition of general public was fuzzy and we didn't realize that these were perceptions people had of themselves, not perceptions other practitioners had of the general population.*
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	0	0.0	4	23.5	* *Our group had a difficult time discussing our answers and finding patterns--we kept getting off the track.* * *My group's discussion was frustrating because we couldn't seem to get organized and were never able to see patterns develop or discuss implications.*

(continued)

Table 4-32 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
					* _Lack of consensus made comparison difficult and conclusions tentative._ * _Perhaps a large group or leader-guided discussion would be better._
Module was too long/too much, needed to be split into sections.	1	6.2	0	0.0	* _Listing exercises something of an intellectual overload._
Lack of time for discussions, practices or playing, more time needed.	1	6.2	10	58.8	* _Need more time to think and reflect._ * _Need more time for small group discussion._ * _Need more time to fill out own estimates._ * _Not enough time._
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format (other than group interaction) of module facilitated gains.	0	0.0	2	11.8	* _It was good to compare my own estimates to others' and to research findings. It made a greater impact that if I had simply looked at others' estimates or research findings._ * _It was good to have my attention drawn to how I view other people._
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Other content and subject matter of module that hindered participants from gaining.	0	0.0	1	5.9	* _The information presented was quite valuable._
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	0	0.0	1	5.9	* _The information presented is useful to my work._
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Participants were unable to apply or make use of module.	0	0.0	1	5.9	* _I had a hard time seeing the relevance of comparing what people "thought they wanted" and what librarians "thought they were giving" because I felt like I was comparing apples and oranges. Sometimes what a person "thinks" he wants isn't really what he wants._

(continued)

Table 4-32 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	1	6.2	0	0.0	* *This was interesting.*
Unfavorable general comments about module.	0	0.0	1	5.9	* *I didn't get a great deal out of the in-class participation.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #2	16	---	17	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, all of the Test #1 and 17 of the Test #2 participants evaluated Module #2. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-33

Results of content analysis of participant evaluation of Module #3, WHAT YOU NEED TO KNOW.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	10	66.7	6	35.3	* *It made me aware that the demographic information which is that which we deal with so often is not the important information about a client. It is more important to get at the patient's needs, and* I_2. * *It is a handy reminder that as practitioners we should seek every client's perceptions.* * *I can't rely on demographic data to help me understand where my client is coming from.* * *An indication of the different information needs of various clients as opposed to the stereotype expectations of information needs and clients by professionals.* * *That if I know how a person is feeling I know how to relate to the person's feelings.* * *A gut level experience that strongly reinforced the truism that one shouldn't jump to conclusions based on stereotypes or personal assumptions.* * *You need to have both the objective and subjective information about the client. Just having one skewed the picture.* * *Need to concentrate less on what we think we see and understand and more on what patron and client are saying.*
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	1	6.7	0	0.0	* *We need to improve our interviewing techniques to get to client's needs.*
Participant's awareness of the bases people use for assessing helpfulness of information and the need to measure system and practitioner effectiveness and accountability in a user context.	0	0.0	1	5.9	* *When people seek information it is to get better control of a situation and results of help are based on whether or not more control is felt.*
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	2	13.3	3	17.6	* *I am aware of how the different types of information affects the interaction between client and practitioner.* * *It makes me realize the importance of knowing more about clients'* I_3 *needs.* * *I know now that* I_2 *is more helpful in solving the problems presented.* * *It increased understanding of people's use of information.*

(continued)

Table 4-33 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	1	6.7	5	29.4	* *A better awareness of what I do need to know (and don't need to know) to do my job.* * *It showed the need for knowing how to ask leading questions to elicit background information needed to adequately serve client.* * *Awareness of the external and internal factors involved in client/practitioner confrontation.* * *Libraries may need to be able to do more referrals, rely more on non-print sources.* * *The ease which most people tended to categorize the 2 kinds of info into "objective" and "emotional" was revealing about how we've been trained and operate in an institutional setting. For us emotional has a negative connotation where if we had merely attached the neutral label "situational", we could have gotten over our own built-in barriers to dealing with the request.* * *I see I am in the process of re-defining the term "librarian" and re-assessing the role of such.*
Participant's awareness of other learnings, insights, perspectives gained.	2	13.3	1	5.9	* *It was a real eye-opener.* * *A feeling I was beginning to make a little more sense of things. It is quite important to me.* * *It provided me a new way of looking at patrons.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of own shortcomings, or/and own misperceptions.	0	0.0	4	23.5	* *One always makes assumptions concerning patrons, and those assumptions are often not backed by facts.* * *A realization of how inept I am at finding out how people feel, unless they convey their feelings non-verbally.* * *Awareness of how often I relate to people on the basis of their appearance etc., rather than on what they "tell" me about their perceptions.* * *I found I was very unimaginative and at a loss in envisioning myself as being of some help to the people involved. But what a challenge!*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come	2	13.3	3	17.6	* *I lack small group focusing techniques.* * *Sense of inadequacy.*

(continued)

Table 4-33 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.					* *I misunderstand the term "predict".* * *Specific questions were hard for me to answer.* * *Confusion at the first stage. Could not relate to the stereotype images of the clients.*
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	1	6.7	1	5.9	* *Prejudices, wrong predictions hindered me from learning.* * *My own sense of discomfort over my misperceptions hindered me from gaining.*
Participant's lack of knowledge and information about own system or/and lack of experience.	0	0.0	2	11.8	* *My lack of experience prevents me from gaining.* * *My lack of experience in dealing with adult clients and with crisis needs hindered me from learning.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	3	20.0	3	17.6	* *I dislike being asked to second guess with limited information.* * *Would like to know more about how to get to situational descriptions of clients and once there, what to do next.* * *It is hard to stick to general questions and not get involved in the specific situations presented for discussion.* * *Not having a feeling that the information given would be really sufficient for right action.* * *There sometimes seems to be a lack of understanding of direction. Perhaps a little more guidance, i.e. group leaders would help.* * *Discussion guides did not help to lead to a discussion.*
Terms were overwhelmingly technical, too much jargon, nomenclature confusing.	0	0.0	2	11.8	* *I had problems with definitions of words used in the questions.* * *The definition of predict was very unclear and confusing. It should be expressed differently.*
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	0	0.0	1	5.9	* *Our group did not look at differences between the two packets for each situation, and we just generalized an answer for question #1.*

(continued)

Table 4-33 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Module was too long/too much, needed to be split into sections.	0	0.0	3	17.6	* *Time is not enough.* * *It would have been nice to have had more time in the small group discussion of the exercise.* * *A time shortage factor perhaps prevented us from examining the differences among our answers more carefully.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Connections within/between/among modules were clear.	1	6.7	0	0.0	* *This module firmly reinforced some of the learnings of the last module.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Examples given were not adequate, not illustrative or not applicable.	1	6.7	0	0.0	* *The examples were mutually exclusive while my work generally has aspects of both.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Participants were unable to apply or make use of module.	0	0.0	2	11.8	* *I question the relevancy of the questions, specifically the questions clients would ask. We'll know what they'll ask when they ask.* * *I felt totally handicapped without the actual presence of the clients.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #3	15	---	17	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, 15 of the Test #1 and 17 of the Test #2 participants evaluated Module #3. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-34

Results of content analysis of participant evaluations of Module #4, THE TIME-LINE GAME.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	3	18.7	4	23.5	* *I'm beginning to get ideas of the client-in-situation approach.* * *I'm aware that a problem can change in mid-stream.* * *I got a sense of the variabilities involved in resolving a situation; redefinition occurs; there is often a lack of stability.* * *The focus on different resources and the different perceptions of situational states provided a new perspective to the behaviors of clients on the information seeking behaviors of clients.*
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	1	6.2	0	0.0	* *Even if a client plugs into a resource likely to help him reach resolution, he may still find frustration because of problems in interpersonal communication.*
Participant's awareness of the bases people use for assessing helpfulness of information and the need to measure system and practitioner effectiveness and accountability in a user context.	0	0.0	1	5.9	* *Resolution of a situation is determined by the information seeker.*
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	0	0.0	1	5.9	* *I got a better focus on people's information seeking strategies.*
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	8	50.0	3	17.6	* *I have a sense of awareness of the process of going to a resource to help solve a problem.* * *Made me see how clients must feel when they are given the "run around" by information agencies. I have greater understanding of their frustration.* * *It's important to realize that the information practitioner may be only one of the steps in a series of events that leads the client to resolution.* * *Clients learn the institution "game"; they fit their own problem to the available resources.* * *Our present institutions are inadequate; they need to be less formidable.* * *I have a better focus on how institutions could and should react.*

(continued)

Table 4-34 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's awareness of other learnings, insights, perspectives gained.	7	43.7	9	52.9	* *Increased my understanding of the frustration clients experience.* * *Increased my understanding of the frustration of not being able to define a problem.* * *Increased my understanding of the kinds of information problems, the ways they are resolved, the decision-making process and the different ways of coping.* * *Situation-facing is a series of events.* * *People's problems can be classified and that sometimes helps in dealing with them.* * *I learned that it may be a natural human trait to try to circumvent rules and regulations.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of own shortcomings, or/and own misperceptions.	0	0.0	1	5.9	* *Increased my awareness of the process of solving a problem. It's definitely not rational and ordered as I've been taught it should be.*
Participant's awareness of how he personally deals with situations and measures his own success.	0	0.0	4	23.5	* *I reexamined my own information seeking processes for various problems.* * *I am conservative in my choice of sources of help in solving problems.* * *I see my own ability to successfully face situations as clarified.* * *I came to realize that I need to set aside time to think by myself, in order to deal with my problems.*
Participant's awareness of other new insights/perspectives he gained about self.	0	0.0	2	11.8	* *I see more options than previously.* * *It started me doing a lot of thinking.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	0	0.0	2	11.8	* *I thought a lot but I'm not sure what I learned.... I am unable to arrive at coherent generalizations about the whole experience.* * *I couldn't verbalize my realizations about what the game taught.*
Participant's lack of knowledge and information about own system or/and lack of experience.	0	0.0	1	5.9	* *My lack of experience was a hindrance.*

(continued)

Table 4-34 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's personal dislike for the format of the module.	4	25.0	4	23.5	* *I hate playing games. I am initially turned off by anything called a "game".* * *I dislike "games". I realized unconsciously that I was paying more attention to speeding up the game, finding short cuts, etc.* * *Although it gave an indication of client movement, we were assured of a resolution.* * *The emphasis on seeking resolution quickly prevented me from working out strategies--a tactic I prefer.* * *The game did not involve skills one could learn or anything one could do to control factors.... It didn't make any difference which resource was used.* * *The idea of using certain patterns to elicit responses has somehow limited my efficiency in the experience.* * *Toward the end of the game I was getting frustrated by non-resolution and wanted the game to stop.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	0	0.0	2	11.8	* *I'm not sure what the point of the game was. It didn't make sense--goals were not clear.* * *More direction in the group discussion would be useful.*
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	1	6.2	1	5.9	* *We tended to get bogged down in group discussions and never reached the "thinking" questions.* * *Discussion in class only brushed the surface of possible things to be learned from the game.*
Lack of time for discussions, practices or playing, more time needed.	0	0.0	3	17.6	* *I would like more time for discussion.* * *It all happened so fast--I couldn't stop and think.* * *I felt a bit rushed.*
Too much time devoted to training/practice/playing of module.	3	18.7	0	0.0	* *Three times is probably too long to play--twice would be enough.* * *Too much time was spent on playing the game.*
Other hindering technical aspects of module not codable above.	2	12.5	0	0.0	* *Should be less competitive.* * *Some frustration from learning the mechanics of the module.*

(continued)

Table 4-34 (continued)

CATEGORIES	TEST #1^a		TEST #2^a		REPRESENTATIVE COMMENTS
	n	%	n	%	
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format (other than group interaction) of module facilitated gains.	1	6.2	1	5.9	* *A more experiential sense of relating the definitions to the situation types, resources, consequences.* * *The discussion at the end was helpful.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Content or topic of module not interesting, nothing new, redundant to what was known.	0	0.0	1	5.9	* *It just didn't fill a need or present any information I felt I wasn't already aware of.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	0	0.0	1	5.9	* *I hope to use the terminology to get myself out of my "worrier" rut.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Applicability/usefulness of module to work/real life situation was not clear/relevant.	2	12.5	2	11.8	* *I found the game competitive, which doesn't appear to be the case in real life. People don't compete to see who can solve the most problems.* * *Some non-real situations existed--we all realized that we would draw a "Resolved" card and this isn't the real world.* * *I felt it was unrealistic. I had problems with the reality of the experience.*
Other elements which hindered applicability of module.	1	6.2	0	0.0	* *Designing another system to replace the existing one is formidable and seemingly nearly impossible.*
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	1	6.2	0	0.0	* *I had fun.*
Unfavorable general comments about module.	1	6.2	2	11.8	* *A great sense of frustration.*

(continued)

Table 4-34 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #4	16	---	17	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, all of the Test #1 and 17 of the Test #2 participants evaluated Module #4. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for exaplantion.

Table 4-35

Results of content analysis of participant evaluations of Module #5, AN AGENDA FOR CHANGE.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	1	6.7	4	23.5	* Got a beginning understanding of the client-in-situation approach. * The concept of the client-in-situation will be helpful. * I'm learning to see each patron as individuals rather than stereotypes and consequently applying individual approaches to their problems. * Librarians must switch from a normative view of their work, clients and information to a client-in-situation approach. * I need to be stronger in my ability to decipher and draw out the client's total needs.
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	0	0.0	3	17.6	* I realized the need for practical training in communication for myself and co-workers. * Made me become very much aware of the whole array of possibilities to communicate or not to communicate and the ways to think about solving certain "breakdowns" of communication.
Participant's awareness of the bases people use for assessing helpfulness of information and the need to measure system and practitioner effectiveness and accountability in a user context.	0	0.0	1	5.9	* Awareness of the importance of finding the client's assessments of the information received.
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	0	0.0	2	11.8	* I'm more aware of how people internalize information. * Analysis of information.
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	2	13.3	7	41.2	* Helped me rediscover my vision for librarianship. * Suggested an alternative system and an alternative way of looking at the client-practitioner interaction. * Reinforces my perspective of the helping role of the practitioner. * Showed the importance of both empathizing with a person's problem and remaining objective in order to help them see a new approach or solution. * Increased awareness of my strengths and weaknesses as a practitioner.

(continued)

Table 4-35 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
					* _I am confused as to my role as a practitioner and the need for change._ * _Librarians must adopt a broader view of information._
Participant's awareness of other learnings, insights, perspectives gained.	3	20.0	6	35.3	* _I got a feeling of the approaches clients may use in problem solving situations._ * _Analysis of the way people respond to information needs._ * _Getting a lot of new ideas, thinking, and vocabulary._ * _Clarification of the change process._ * _Insight into the purpose of the study._
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of own shortcomings, or/and own misperceptions.	2	13.3	0	0.0	* _I'm beginning to see things I need personally._ * _This points up how little I really know about the whole business._
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	3	20.0	4	23.5	* _I felt I learned a lot but not certain what it is. I was overwhelmed._ * _I'm still confused about this one and it's the last day of the workshop! It was a rather frustrating experience._ * _I thought frantically at great length with little learning._ * _I read through the list but did not know what to do. I did not have the tools to integrate successfully._ * _My own perspective kept changing while I answered the questions. I had to remind myself often that the question was "could you train" another practitioner to deal with these "attributes"._ * _I got frustrated because I felt completely unequipped to handle most situations._ * _I found it difficult to connect the learnings with what I do know._
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	0	0.0	1	5.9	* _I still have a little feeling that "I" might know better what is useful than the client._

(continued)

Table 4-35 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's lack of knowledge and information about own system or/and lack of experience.	0	0.0	1	5.9	* *Parts of the attributes checklist I found difficult to rate myself on because I have so little experience.*
Participant's personal dislike for the format of the module.	1	6.7	7	41.2	* *Listings are not that helpful for learning.* * *It might have been better to have done the "How confident are you of your training ability" part separately with some feedback while doing it or with immediate discussion of why most of us felt more comfortable with the info seeking and comprehending "logical" categories.* * *It was hard to use the 1-10 rating scale in many instances.* * *Rating is difficult because my values for the numbers keep changing.* * *Would have helped if we had read through checklist, read about project and then done self-ratings.* * *I couldn't internalize it unless it was presented in a situational context.* * *I would prefer real case studies as examples of vocabulary.*
Participant's physical limitations such as fatigue, exhaustion or laziness.	3	20.0	0	0.0	* *Fatigue affects my personal mental capacity.* * *I was beginning to get tired and found it harder to concentrate.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	1	6.7	1	5.9	* *It is frustrating to deal with a situation in which I am not sure what is expected of me and which does not make a great deal of sense to me.* * *The questions on the personal response sheet were vague.*
Terms were overwhelmingly technical, too much jargon, nomenclature confusing.	2	13.3	5	29.4	* *I had difficulty with the new, specialized vocabulary.* * *The language was a stumbling block.* * *Too much jargon. The jargon sidetracked my thinking.* * *I felt confused by the new terminology.*
Module was too long/too much, needed to be split into sections.	2	13.3	1	5.9	* *The amount of reading material hindered concept retention.* * *Length of module--perhaps it should be split into two separate modules.* * *There are so many new ideas and new perspectives--the quantity, it's too much.*

(continued)

Table 4-35 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
Lack of time for discussions, practices or playing, more time needed.	1	6.7	2	11.8	* *There was not enough time for digestion.* * *Speed prevented some indepth discussion.* * *We didn't have time to discuss why concepts are important in our small group.*
Overall work time was too long, started too early in the morning or lasted too late in the evening, or inappropriate breaktimes.	3	20.0	0	0.0	* *I would rather have had a break from 3 - 4:30 and then studied right before dinner (or after).* * *This exercise should have been scheduled for an earlier hour.* * *The time of day was bad for me.*
Other hindering technical aspects of module not codable above.	2	13.3	1	5.9	* *I didn't feel the exercise could be done for "info utilities."* * *Module came too early in the training. It made me feel too pessimistic about myself.* * *Too soon! I just hear about the client-in-situation and I'm sure not ready to train anybody in the idea of it.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format (other than group interaction) of module facilitated gains.	1	6.7	0	0.0	* *I appreciated the opportunity to work on something by myself instead of in a group.*
Connections within/between/among modules were clear.	3	17.6	1	5.9	* *I felt that the direction and purpose of the workshop were considerably clarified by the reading.* * *A good introduction to the jargon.* * *Now I see all our previous exercises in the context of the project findings.* * *I liked the opportunity to understand the logical basis upon which these exercises were founded.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Concepts were too new, different, difficult.	2	13.3	0	0.0	* *I felt confused about all the new concepts.* * *I found this was too new and different to absorb in this reading.*
Content or topic of module not interesting, nothing new, redundant to what was known.	0	0.0	1	5.9	* *Once again, I was faced with a list of my own inadequacies.*

(continued)

Table 4-35 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Other content and subject matter of module that hindered participants from gaining.	1	6.7	2	11.8	* *It was awfully abstract.* * *The attributes were out of context--fragmented.* * *The material was frustrating.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	1	6.7	0	0.0	* *I recognize the first glimpses of possible application as opposed to theory and concepts.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Participants were unable to apply or make use of module.	1	6.7	0	0.0	* *I couldn't make the items fit into the role of the library.*
Applicability/usefulness of module to work/real life situation was not clear/relevant.	0	0.0	2	11.8	* *A lot of the client-situations didn't seem relevant to libraries.* * *My job does not include many of these situations so the module was very hypothetical.*
Other elements which hindered applicability of module.	1	6.7	0	0.0	* *I'm pessimistic about what the institutions will be willing to do with ideas presented.*
GENERAL COMMENTS ON MODULE					
Unfavorable general comments about module.	1	6.7	1	5.9	* *A rather frustrating experience.* * *A lot of confusion.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #5	16	---	17	---	

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[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, 15 of the Test #1 and 17 of the Test #2 participants evaluated Module #5. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-36

Results of content analysis of participant evaluations of Module #6, THE COMMUNICATION ACCIDENT COMPANY.

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	13	81.2	15	93.7	* *It makes me aware that "communications accidents" happen often and cause a great deal of "trouble".* * *It was nice to realize that everyone has these "accidents".* * *It made me realize how many communications accidents I am heir to. I was able to alert myself to a communication accident while it was happening and recognize it.* * *Allowed me to think of communication problems as communication goof-ups rather than as some mysterious, unresolvable situation.* * *It was nice to realize that I was able to look at communication mistakes, instead of just getting embarrassed.* * *I was aware that not listening attentively could result in accidents.* * *The module is very helpful in determining the kind of accident after examining many accidents--there are many variations of the same kind--easier to act upon, when one meets a familiar one.* * *It provides me a chance to evaluate my own communication accidents--I have more of some than others. These occur with other staff and friends as well as with clients.* * *I like the concept, it made me think a lot and is helping me to prevent accidents.*
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	1	6.2	0	0.0	* *The training gave me a chance to consider alternatives and how they can affect on-the-job behavior.*
Participant's awareness of other learnings, insights, perspectives gained.	1	6.2	0	0.0	* *The module was a real eye opener. It pointed out things I hadn't really thought about before.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	1	6.2	2	12.5	* *I keep forgetting the difference between damage suffered and estimated loss.* * *It was hard to think at first of specific examples or events of accidents.* * *My bad memory hindered me.*

(continued)

Table 4-36 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	1	6.2	0	0.0	* *My own defensiveness hindered me from gaining.*
Participant's inability to attend to more than one thing at a time.	1	6.2	0	0.0	* *I was distracting when you have to be aware of communication accidents all the time. This really hindered me from gaining other learning experiences.*
Participant's personal dislike for the format of the module.	3	18.7	0	0.0	* *I don't think we should be asked to describe the specific situation which led to the communications accident because this could lead to hurt feelings.* * *Checking off a listing is a fairly passive kind of activity. It is not the way I learned best.* * *It seemed a little too "cutesy" for me.*
Participant's physical limitations such as fatigue, exhaustion or laziness.	1	6.2	0	0.0	* *I was just too tired to be able to gain anything from the training.*
Other individual limitations of participants not codable above.	0	0.0	2	12.5	* *I had a hard time catching accidents as they occur to report them.* * *It is difficult to be aware of "communication accidents" during the course of daily interactions. I probably missed the best ones.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Lack of time for discussions, practices or playing, more time needed.	0	0.0	1	6.2	* *I needed more time.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Directions/instructions given were clear, helpful.	1	6.2	0	0.0	* *There is nothing that hindered me from learning. Everything was very clear.*
Connections within/between/among modules were clear.	1	6.2	0	0.0	* *This module seems to be a functional preparation for another module. I'm sure the future modules will lead to insights and relevancies.*

(continued)

Table 4-36 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONTENT AND SUBJECT MATTER OF MODULE THAT FACILITATED GAINS					
Examples given were illustrative, helpful, appropriate.	1	6.2	0	0.0	* *Some of the examples were just right on.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	1	6.2	0	0.0	* *I became aware of how one can use the techniques learned here more readily.*
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	2	12.5	0	0.0	* *This really hit home for me! Right on--well done.* * *The module is excellent. It does what it intends to do.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #6	16	---	16	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, all of the Test #1 and 16 of the Test #2 participants evaluated Module #6. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-37

Results of content analysis of participant evaluations of Module #7, INFORMING IN ACTION.

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	1	6.7	3	16.7	* *Saw how the client does not get his needs met due to lack of communication.* * *I recognize the difficulty of communicating real information needs.* * *I get to realize the tremendous importance of communicating and how easy accidents can occur with words.*
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	9	60.0	14	77.8	* *As a questioner, I was made aware of the* I_3 *nature of most of my questions; I would be plotting a course toward a definition (like playing chess) and the question being asked really was more of a gathering vehicle.* * *The exercise necessitated fragmentation of "info" to attain a better perspective of info process.* * *Seeing more clearly what people need to know to be informed!* * *The module graphically portrayed the process of "informing"--I shall continue to look for informing behavior.* * *In this module I was able to observe differences in how people formulate/devise questions to get information--need to shift direction when one line of questioning is not succeeding.* * *How people decide what to ask is determined by their* I_2. * I_1 *is only a means, not an end. A clearer perception of how* I_2 *and* I_3 *are more important than* I_1. * *This is the first time I've ever focused on my own informing process or tried to articulate why I sought the answer to a particular question.* * *Objective information lacks meaning by itself but is usable in terms of preexisting cognitive structure and info-seeking strategy.* * *Realization of how opaque to someone else a perfectly clear item is to me.* * *I see how practitioner and client may go through the* $I_{1\ 2\ 3}$ *process together.* * *Understanding of what an important role* I_2 *plays in our own behavior. I couldn't have believed it if I hadn't heard and seen it.*
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	1	6.7	0	0.0	* *I was able to see how the client does not get his needs met due to lack of sensitivity of the info practitioner.*

(continued)

Table 4-37 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's awareness of other learnings, insights, perspectives gained.	0	0.0	1	5.5	* *It is a very useful tool in starting to rethink concepts-tactics to use more often when one becomes more aware of possible new understandings due to language.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of other new insights/perspectives he gained about self.	0	0.0	1	5.5	* *I felt I gained quite a bit of insight into my own approach to communicating.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	0	0.0	1	5.5	* *I get to be aware of a variety of personal biases.*
Participant's concern over own performance in following instructions and directions.	1	6.7	1	5.5	* *I felt pretty uncomfortable in not knowing how I would do as the guesser or the knower.* * *I was a little self conscious as a "guesser".*
Participant's inability to attend to more than one thing at a time.	0	0.0	1	5.5	* *I tend to get involved in the actual game, or solving the problem and forget to concentrate on the communications involved.*
Participant's personal dislike for the format of the module.	3	20.0	1	5.5	* *Having to deal with the fragmentation of the information process hindered me from gaining from the training.* * *I couldn't relate to a yes/no format.* * *I have never liked games like Charades, so I had a bias to begin with.* * *The game became a little tedious.*
Participant's reluctance to get involved or participant's lack of interest.	0	0.0	1	5.5	* *I don't think I felt fully involved. That's what hindered me from gaining.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	2	13.3	0	0.0	* *Guesser might be more effective if more organized in direction taken on road to solution.* * *A more concentrated bombardment of*

(continued)

Table 4-37 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
					information might help to improve my learning. * *There are too few words in sentence--there's a need for more complete definitions.*
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	0	0.0	1	5.5	* *I think we all should have a chance to participate in the knower-guesser situation to get full perspective of what happens.*
Lack of time for discussions, practices or playing, more time needed.	1	6.7	1	5.5	* *A longer discussion seems to promote my learning more fully.* * *Would have been good to have spent more time talking about what happened.*
Pace of training was too slow.	2	13.3	0	0.0	* *The game took too long in relation to the concepts communicated.* * *The questioner tended to be too verbose in explaining reasons for questions--moved too slowly.*
Overall work time was too long, started too early in the morning or lasted too late in the evening, or inappropriate breaktimes.	1	6.7	0	0.0	* *I dislike getting up early in the morning.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Content or topic of module not interesting, nothing new, redundant to what was known.	1	6.7	0	0.0	* *I'm not sure that I learned anything I did not know already.*
CONTENT AND SUBJECT MATTER OF MODULE THAT FACILITATED GAINS					
Other content and subject matter of module which facilitated gains.	1	6.7	0	0.0	* *This module got me more involved than many others.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Applicability/usefulness of module to work/real life situation was clear/relevant.	0	0.0	1	5.5	* *I was able to turn around the game and see the practitioner as the guesser and the client as the knower.* * *Like all other new concepts, I will have to use it more before it becomes more useful.*

(continued)

Table 4-37 (continued)

CATEGORIES	TEST #1[a] n	%	TEST #2[a] n	%	REPRESENTATIVE COMMENTS
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Participants were unable to apply or make use of module.	1	6.7	0	0.0	* *I am not sure how relevant the module was to me.*
Applicability/usefulness of module to work/real life situation was not clear/relevant.	1	6.7	0	0.0	* *I gained very little from the module. I found the module unrealistic and confusing.*
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	2	13.3	2	11.1	* *It was a good thought provoking experience.* * *This was very enjoyable.* * *It was fun.*
Unfavorable general comments about module.	1	6.7	0	0.0	* *I found the module very confusing.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #7	15	---	18	---	

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[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, 15 of the Test #1 and all of the Test #2 participants evaluated Module #7. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-38

Results of content analysis of participant evaluations of Module #8, THE BEST BOOK.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	1	6.2	0	0.0	* *Helped me focus on how I_1 became I_2 through I_3.*
Participant's awareness of the bases people use for assessing helpfulness of information and the need to measure system and practitioner effectiveness and accountability in a user context.	5	31.2	6	33.3	* *Helpful enlightenment. We get helpful information from all sources. We're not really concerned about form/format but what it does for us. Practitioners are so oriented toward concern for physical materials and not usefulness of those materials.* * *Verbalizing and approaching books in a very subjective--how did it help--perspective. New ways to quantify library usefulness.* * *Made me realize that people get a much wider and more varied types of info from books than I expected (especially fiction). It is something concrete I can take back with me.* * *Specifically the categories of answers. I think the helps listed will be extremely helpful.* * *Awareness of how I'm helped.* * *A different perspective on the utility of seeking out and reading books.* * *That each person has his own way of being helped by an I_1--every person is different.* * *Everything is of different value to everyone for different reasons.* * *What we think of as info has no intrinsic value--it has value only as it has personal meaning to an individual in his/her time/space/situation.* * *Made me realize the real utility of information.* * *It made me think very carefully about importance of a meaningful book (resource). Became aware of its importance and how it was assimilated.*
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	1	6.2	2	11.1	* *I am learning a new way of looking at my own informing process.* * *I see that I_2 and I_3 are more important than I_1.* * *Learning about the infinite variety of perceptions.*

(continued)

Table 4-38 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
Participant's awareness of other learnings, insights, perspectives gained.	5	31.2	5	27.8	* *This made me aware of what kinds of things people use to solve problems.* * *People get a lot from all sorts of books.* * *I recognize the importance of fiction--not just factual writing.* * *People get really turned on by books--you can't tell which book will do it. Also how many people were influenced by fiction books.* * *Reminded me of some professional perceptions and directions that were very important to me 5 years ago and which I would like to again pick up and follow through with. Thanks.* * *A lot of good titles of books to read.* * *Better understanding of how individual an experience reading a book is.* * *I realize that with enough prodding most people will forget their professional jargon or their roles long enough to say something basic about their needs.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of other new insights/perspectives he gained about self.	1	6.2	2	11.1	* *Forced me to analyze why I liked a book, what was memorable, enjoyable and applicable to my life.* * *Realized that my own perception changes according to my particular life situation.* * *Another realization of my pessimism.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadquacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	0	0.0	6	33.3	* *There wasn't really anything to say.* * *I was amazed how difficult it is to articulate the meaningfulness of something.* * *It was hard to single one book out--they all get together at an I_2 level.* * *I had a hard time trying to look at my own book. I am not used to thinking of how something helps me.* * *It was difficult to narrow choice down to one book--a best book for a particular subject or situation or time of your life.*
Participant's personal dislike for the format of the module.	0	0.0	2	11.1	* *I didn't enjoy the process.* * *How people were helped sheet should be retyped so percentages are in numerical order so it is easier to analyze. Would have been good to have discussed this handout.*

(continued)

Table 4-38 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's reluctance to get involved or participant's lack of interest.	1	6.2	0	0.0	* *Lack of willingness to get down to the deepest levels of "why it helped".*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	2	12.5	0	0.0	* *Would have enjoyed knowing the titles of the books which prompted such positive responses. Seriously feel it would have provided common frames of reference.* * *We were a little unclear when we should stop discussing.*
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	1	6.2	2	11.1	* *A lack of that much rapport with partner--more intensive, longer small group work might establish this kind of rapport and trust necessary for the deepest level of discussion.* * *I felt uncomfortable with my partner.* * *Discussing how a book helped me with a partner was not particularly helpful. Could just have easily been an individual assignment.*
Connections within/between/among modules were unclear.	1	6.2	0	0.0	* *I didn't understand the connection between the exercise and the handout.*
Lack of time for discussions, practices or playing, more time needed.	1	6.2	0	0.0	* *We should have more discussion of helping process.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	0	0.0	3	16.7	* *We had an hour of good conversation.* * *A good chance to talk at length about my book. A chance to spend several hours and get to some indepth info and feelings.* * *Was surprised at how discussion between two partners brought out new and important points. The communication brought out compound interest.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Applicability/usefulness of module to work/real life situation was clear/relevant.	1	6.2	0	0.0	* *I gained a sense of the applicability of all kinds of tools to this way of thinking and observing.*

(continued)

Table 4-38 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	2	12.5	1	5.5	* *I really enjoyed this module.* * *I enjoyed communicating about the books and their helpfulness.* * *I'm glad we learned others' best book titles.*
Unfavorable general comments about module.	2	12.5	0	0.0	* *I didn't really get much out of the module.* * *I got least out of this module.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #8	16	---	18	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, all of the Test #1 and all of the Test #2 participants evaluated Module #8. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-39

Results of content analysis of participant evaluations of Module #9, THE CLIENT ALWAYS WINS.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	2	12.5	3	16.7	* *Have to learn to read clients better and not to assume.* * *Books are not the answer, understanding the situation is!* * *Practitioner should not anticipate a request without talking with client.* * *Don't jump to conclusions; don't stereotype, clarify.* * *I'm beginning to comprehend what is meant by client-in-situation.*
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	4	25.0	2	11.1	* *Awareness of my need to develop better interviewing skills. Been trying body language too much.* * *We have to be careful when questioning people about information they are seeking. It is easy to intimidate people. What people say they are looking for is not necessarily what they want.* * *Saw the importance of good communication and what happens when there is a real lack of communication.* * *It makes me look at what stops communication.*
Participant's awareness of the bases people use for assessing helpfulness of information and the need to measure system and practitioner effectiveness and accountability in a user context.	2	12.5	8	44.4	* *Seeing is not believing. Just because we have given client I_1 does not mean he has been helped.* * *Looking for feedback on your actions. It is very important to know how useful they are.* * *I gained an appreciation that only the client can tell if s/he has been helped. Our assumptions about service are often invalid.* * *I learned that the patron is the only real evaluator of your effectiveness.* * *My perception of when a client is helped is awry.* * *I realised that client-practitioner interchanges can appear successful when they often are not. Follow-up is desirable. Client should be encouraged to seek additional help if needed.* * *Librarians including me, tend to assume that if client walks away with a book, s/he's been helped.*
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the dis-	0	0.0	1	5.5	* *The importance of I_3--we tend to look only at I_1. Also the supreme importance of I_2. The only thing that matters is the end.*

(continued)

Table 4-39 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
tinction among them as well as the usefulness and significance of each.					
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	5	31.2	4	22.2	* *Our assumptions about service are often invalid.* * *Realization of how in the process of being "professional" and "business" our communication becomes a meaningless cycle of words and totally ineffective.* * *The awareness of differing means by which a person covers-up their true information needs and how often they leave dissatisfied in the library service.* * *I can see that I have taken the traditional signals to indicate successful service to a patron--they check out a book, they say thank you etc.* * *It reinforced my idea about how poorly our present system works.* * *This module makes me look at how practitioners aren't helpful.* * *The role playing (and answers) made me think more about what a practitioner should (and should not) be doing.*
Participant's awareness of other learnings, insights, perspectives gained.	0	0.0	1	5.5	* *I gained a new view of clients.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of own shortcomings, or/and own misperceptions.	3	18.7	0	0.0	* *After reading the backgrounds, I felt that I make a lot of assumptions and try to fill in the gaps (often inadequately) with limited info.* * *Pointed up some frequently (often unwittingly) made mistakes. Oh, if we could see ourselves as others see us.* * *What appears to be true is not always reality.*
Participant's awareness of other new insights/perspectives he gained about self.	0	0.0	1	5.5	* *I always learn much more graphically when I made mistakes and then can analyze my misconceptions.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills	1	6.2	1	5.5	* *One problem is I understand the traditional client practitioner relationship but I am as yet not sure what the client-in-situation techniques consist of.*

(continued)

Table 4-39 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
and techniques, including general slowness in thought process.					* *Participating in the discussion I found difficult as I feel I'd run out of ideas for the time being.*
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	1	6.2	2	11.1	* *I began to realize how difficult it is to break out of familiar patterns of relating to clients and learn to use client-in-situation techniques.* * *My preconceived interpretation of helpfulness was really threatened and I didn't like that.* * *My preconceived ideas hindered me from learning.*
Participant's lack of knowledge and information about own system or/and lack of experience.	0	0.0	2	11.1	* *My lack of experience hindered me from learning.*
Participant's personal dislike for the format of the module.	1	6.2	0	0.0	* *I'm getting tired of small group discussions.*
Participant's reluctance to get involved or participant's lack of interest.	0	0.0	1	5.5	* *My discussion group didn't seem to care about the exercise and mostly tried to avoid discussing. I tried to say things to get people interested and started talking, but they didn't appreciate someone trying to get them thinking.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	1	6.2	1	5.5	* *I was bothered by not having enough information regarding role playing.* * *Sometimes the "discussion sheet" tended to divert the natural flow of the discussion.*
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	0	0.0	5	27.8	* *The poor communication in discussion group hindered me from gaining from the participation in this module.* * *I was annoyed with our small group discussion. I felt there was too much complacency, everyone seemed sure they knew what was up.* * *I felt the discussion didn't bring out clearly enough the necessity of the client-in-situation approach. Despite 8 previous modules, our group still believes in books and our traditional responses, intead of the client-in-situation approach.*

(continued)

Table 4-39 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
					* *In small discussion group, one person hogged conversation. There is a need to find way to combat this.* * *I saw my ideas on personalized service were not shared by all and had trouble controlling my enthusiasm for this style of service in the small group.*
Lack of time for discussions, practices or playing, more time needed.	1	6.2	1	5.5	* *We need more time in small group to analyze what happened.* * *There is not enough time to discuss helpfulness fully.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format (other than group interaction) of module facilitated gains.	1	6.2	0	0.0	* *Watching the skits was very enjoyable.*
Connections within/between/among modules were clear.	1	6.2	0	0.0	* *This module may be necessary in getting a better grasp on what were abstract ideas in earlier modules.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Content or topic of module not interesting, nothing new, redundant to what was known.	1	6.2	0	0.0	* *It seemed I'm covering all ground in a new format.*
Examples given were not adequate, not illustrative or not applicable.	2	12.5	0	0.0	* *Examples were good but there could have been more emphasis on attitudinal situation on part of both role players.* * *I'd like a demonstration role playing of practitioners being helpful as contrast to see workable skills.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Applicability/usefulness of module to work/real life situation was clear/relevant.	2	12.5	1	5.5	* *This was a very relevant and useful module.* * *This module seemed applicable directly to my job situation.* * *This module was one of the most effective and relevant to library service we've had yet.*

(continued)

Table 4-39 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	1	6.2	0	0.0	* *This module was interesting.*
Unfavorable general comments about module.	1	6.2	1	5.5	* *It caused a conflict in me as to what I should be doing.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #9	16	---	18	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, all of the Test #1 and all of the Test #2 participants evaluated Module #9. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-40

Results of content analysis of participant evaluations of Module #10, INFORMING FOR MOVEMENT.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	3	18.7	9	52.9	* *Helped me be aware of the types of questions (regardless of content) which will indicate what kind of problem a client is presenting: barrier, decision, worry, or problematic.* * *The kinds of questions people ask and the way they phrase their questions is an indication of how they view their situation.* * *I gained an awareness of the types of questions that identify the type of situation the client is in.* * *Found different movement states very helpful.* * *Understanding how a person perceives his situation determines how and what type of information he seeks.* * *I'm aware that I can get clues to the needs of people from the questions they asked. I also got to know the varieties of situation people find themselves in.* * *I'm aware clients are in different situations at different times. Where they are will influence the questions they ask. Practitioners must determine where clients are before they can help.* * *The client-in-situation is beginning to become more clear/more integrated to me.*
Participant's awareness of the bases people use for assessing helpfulness of information and the need to measure system and practitioner effectiveness and accountability in a user context.	1	6.2	0	0.0	* *I realise that people don't look for information, they look for help. Aware practitioners should tune in to the types of help people need.*
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	0	0.0	1	5.9	* *The breakdown of the information categories helped me in learning.*
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	0	0.0	1	5.9	* *Making me realise how infrequently we use the resources we have in some situations.*

(continued)

Table 4-40 (continued)

CATEGORIES	TEST #1^a n	TEST #1^a %	TEST #2^a n	TEST #2^a %	REPRESENTATIVE COMMENTS
Participant's awareness of other learnings, insights, perspectives gained.	4	25.0	1	5.9	* *I gained new ways of thinking.* * *The training forced me to think of specific questions in a specific framework: it formalized a way of thinking that was encouraged in the workshop. I have it assimilated but not yet conscious.* * *I had the terms clarified.* * *I had a better idea of situation definitions (worry etc.)* * *This module provides an introduction to the concept to look for although not much of the concrete kind of stuff stayed with me.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	5	31.2	3	17.6	* *Due to my lack of understanding of terms, my learning was hindered.* * *I had a hard time thinking of questions in all but the decision situation at first.* * *I'm not sure I could take a specific question and figure out the situation or movement state of the individual.* * *I couldn't immediately see how certain responses (questions participants generated) were indicative of the particular decision-state we were discussing and so I've not retained a real sense of the different kinds of "predictors".* * *I had trouble comprehending this one.*
Participant's perception that he is being restricted by resources/services provided by the system.	0	0.0	1	5.9	* *It makes me realize the few resources we have.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Connections within/between/among modules were unclear.	0	0.0	1	5.9	* *I'm having trouble relating the brainstorming part of the module to the handout which listed "The Things People Tried to Find Out". I can't make the connection.*
Lack of time for discussions, practices or playing, more time needed.	1	6.2	4	23.5	* *I would have liked to talk more in class but we ran out of time.* * *I thought we ran through this one really fast, and didn't discuss what to do when such questions are asked and whether or not our institutions can deal with them.*

(continued)

Table 4-40 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
					* *Not enough time devoted to thinking about ways in which my institution stores and retrieves info.* * *More time needed to be spent describing these situation types.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	1	6.2	0	0.0	* *I like the brainstorming technique as opposed to always having small groups.*
Connections within/between/among modules were clear.	1	6.2	0	0.0	* *I got information as background to move on to the next module.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Examples given were not adequate, not illustrative or not applicable.	0	0.0	1	5.9	* *Examples need to have been given more clearly.*
CONTENT AND SUBJECT MATTER OF MODULE THAT FACILITATED GAINS					
Examples given were illustrative, helpful, appropriate.	1	6.2	0	0.0	* *The concrete examples of client problems and their questions and needs in each "situation" helped more than just reading definitions of the 5 types.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Participants were unable to apply or make use of module.	1	6.2	1	5.9	* *There is still confusion in applying the module to specific situations.* * *It was harder to connect the module to the library.*
GENERAL COMMENTS ON MODULE					
Unfavorable general comments about module.	1	6.2	1	5.9	* *I didn't get out from this module as much as usual.*

(continued)

Table 4-40 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #10	16	---	17	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, all of the Test #1 and 17 of the Test #2 participants evaluated Module #10. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-41

Results of content analysis of participant evaluations of Module #11, SITUATION-FACING IN REVIEW.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	1	6.7	2	11.8	* *I realized that in truth situations move through stages and that different questions are asked at each stage.* * *I realized that the resolution of one problematic situation may involve several types of situations at various points-barriers, worries, decisions comprehensions.* * *I'm now aware that individual problems require individual approaches.*
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	0	0.0	1	5.9	* *I saw how certain situations and types of information always seem to produce the same communications problems for me in a sort of cyclical arrangement.* * *It takes two to make communication work!*
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	1	6.7	0	0.0	* *I got to realize facts don't always help! I_2 is life!*
Participant's awareness of other learnings, insights, perspectives gained.	1	6.7	2	11.8	* *I gained new insights.* * *I got to know situations are never isolated.* * *A good exercise for realizing underlying similarities in how people face situations.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of how he personally deals with situations and measures his own success.	4	26.7	7	41.2	* *I realized I tend to use the same kinds of resources repeatedly to solve all kinds of situations.* * *I was amazed that my own problem-solving could be structured so easily.* * *I realized that I had explored many options in the situation I described, though at the time I felt I was treading water. I didn't accept the problematic nature of the situation at the time but now I see I had no control over some aspects of it.* * *The situation I chose was one of a strongly emotional incident that really didn't involve many factors other than I_2 in gaining comprehension. I realize this is often the way I deal with situations.*

(continued)

Table 4-41 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
					* *It was a good exercise. It was useful to me in learning how I deal with problems.* * *I get to know how I act in situations in relation to how others act.* * *An organized way of dealing with situations.* * *I really learned a great deal about how I deal with troublesome situations.*
Participant's awareness of other new insights/perspectives he gained about self.	2	13.3	0	0.0	* *I realized it is most important for me to assess personal needs.* * *I learned a lot about myself through this module.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	2	13.3	5	29.4	* *I wasn't quite prepared. It was my fault. I had trouble coming up with a situation to use and felt I chose a poor one. Therefore I had trouble.* * *My problem was very specific. I should have chosen a more complex one.* * *By choosing a narrow "situation" to face, it really hindered me from learning.* * *Still new in concepts and not quite able to define the problem and the resources.* * *My bad memory hindered me. I couldn't remember my steps before and after the "one event".* * *I am confused about what kind of information questions I had.* * *The situation I chose to describe hindered me from gaining much from the module.*
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	2	13.3	0	0.0	* *I am frequently hindered my relying on past patterns (often unsuccessful) of behaviors and response to any number of situations.* * *My personal pain and personal defenses hindered me from learning.*
Participant's concern over own performance in following instructions and directions.	2	13.3	0	0.0	* *I'm not sure if I was using a "canned" situation type.* * *I'm afraid my situation didn't fit the pattern.*
Participant's personal dislike for the format of the module.	0	0.0	1	5.9	* *I don't think there was enough discussion.*

(continued)

Table 4-41 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	0	0.0	1	5.9	* *I didn't know we were to break down the time line in very much detail. Only 4 lines were provided and I assumed only 4 steps were to be described.*
Terms were overwhelmingly technical, too much jargon, nomenclature confusing.	1	6.7	0	0.0	* *It's unclear what info questions really mean.*
Connections within/between/among modules were unclear.	0	0.0	1	5.9	* *Occasionally, I find it hard to relate specific questions to more general categories of information.*
Lack of time for discussions, practices or playing, more time needed.	1	6.7	1	5.9	* *I wish I could spend more time on it.* * *Not enough time.*
Other hindering technical aspects of module not codable above.	0	0.0	1	5.9	* *It's too complicated for a holiday week-end.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	0	0.0	1	5.9	* *The discussions confirmed that more learning was possible and that the study results held for our group too.*
Format (other than group interaction) of module facilitated gains.	4	26.7	3	17.6	* *It's very good to break problems down into parts. Makes them more manageable.* * *The realization of the helpfulness of a formula for objective analysis of the process.* * *It really helped to use one's own situation in order to see the problem solving process.* * *It provided intensive, very helpful practice in the concepts--helped me understand them in an integrated, I_2 kind of sense.* * *Just being asked to list the steps in a situation-facing review helped to clarify my responses to it. It might be good to approach a problem like this instead of analyzing an old one. Being forced to draw one important "truth" was good too.*

(continued)

Table 4-41 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
					* *Breaking down a personal experience and following programmed change made feelings remembered more clear. I see it as part of many perspectives.*
Connections/within/between/ among modules were clear.	0	0.0	3	17.6	* *It was a good summing up exercise.* * *It reinforced previous learning.* * *It provides a review of previous inputs and learnings.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Content or topic of module not interesting, nothing new, redundant to what was known.	0	0.0	1	5.9	* *It was not too interesting.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	3	20.0	0	0.0	* *It was a good way to apply the situation types to real situations. Good for future use.* * *I plan to do this exercise again.* * *This struck me as the first personal application of the "scheme" "approach" and therefore in some ways the first "reality" in terms of my* I_2.
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Participants were unable to apply or make use of module.	0	0.0	1	5.9	* *It is hard to generalize from my specific situation facing to concepts of situation facing.*
Applicability/usefulness of module to work/real life situation was not clear/ relevant.	1	6.7	0	0.0	* *I don't feel the module is too relevant professionally.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #11	15	---	17	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, 15 of the Test #1 and 17 of the Test #2 participants evaluated Module #11. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-42

Results of content analysis of participant evaluations of Module #12, FORGET-ME-KNOTS.

CATEGORIES	TEST #1^a n	%	TEST #2^a n	%	REPRESENTATIVE COMMENTS
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of other learnings, insights, perspectives gained.	2	12.5	4	22.2	* *Made sense out of and synthesized what I've learned; applied personal meaning to the concepts.* * *It made me think about things that do happen and made be become more conscious that we should learn from our mistakes for future application.* * *I realized that it's OK to write down things that happen at work in an effort to connect them to the learnings of the class. In fact, it would be crazy not to.* * *An appreciation of the basic similarity of what can be learned from great diversity of items and vice versa--many different things are learned from one occurrence.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of other new insights/perspectives he gained about self.	0	0.0	1	5.5	* *Forces analytical self-assessment and realistic evaluation of learning experiences as applied to personal experience.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	3	18.7	2	11.1	* *I couldn't think of anything to write.* * *My own slowness of thought hindered.* * *Because of my inability to synthesize much material my forget-me-knots tended to be long confusing paragraphs.* * *It was hard to get started.* * *I never really got it all together.*
Participant's personal dislike for the format of the module.	4	25.0	2	11.1	* *I got the feeling I was supposed to write something to repeat it so that I would internalize it rather than being able to internalize it because I really wanted it.* * *Probably too close to what really matters to risk the chance of reducing it to a cliche. Slogans have always been difficult to me.* * *Bumper stickers and posters are too simplistic.* * *The cue cards were nothing new.* * *The idea of writing forget-me-knots was new and did not give me enough ideas yet, but it will in time.*

(continued)

Table 4-42 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
					* *The exercise was not too interesting to me.*
Participant's physical limitations such as fatigue, exhaustion or laziness.	1	6.2	1	5.5	* *I'm lazy so I didn't write them down as they occurred to me.* * *Although I need to do it, I don't always get around to it.*
Participant's uneasiness over revealing self.	1	6.2	0	0.0	* *Having the privade side, although I know it was never to be seen by anyone, made me uncomfortable.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	0	0.0	1	5.5	* *Initially hindered by a communication accident; after then hindrance eliminated.*
Connections within/between/among modules were unclear.	1	6.2	0	0.0	* *As a comprehensive review of ideas received in previous modules it's not as valuable.*
Lack of time for discussions, practices or playing, more time needed.	0	0.0	1	5.5	* *We should be given five minutes after every module to write down forget-me-knots. This would make us summarize modules in our minds and provide a "stop" between modules that is much needed.*
Module/exercise should have been introduced earlier.	3	18.7	2	11.1	* *We should have done these all along. They should have been introduced sooner.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	1	6.2	5	27.7	* *Exchanging/sharing ideas was helpful.* * *It was helpful to hear the way others had rephrased and internalized their thoughts.*
Format (other than group interaction) of module facilitated gains.	5	31.2	6	33.3	* *Forced me to put some things down on paper.* * *By being asked to articulate what I learned I had a better grasp of what I actually learned.* * *It helps to write down the ideas and points stored in your head.*

(continued)

Table 4-42 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
					* *The cards are good reminders/help me remember/retain some of the things I've learned.* * *Made me organize my thoughts about the course.* * *It's the kind of thing I need to do for myself quite often.* * *I put some ideas down on paper which may lead to other ideas.* * *Other color card for learning in other areas (management, communication etc.) could be interfiled or used likewise.*
Connections within/between/among modules were clear.	2	12.5	2	11.1	* *A good review and summary.* * *Reinforcement of important facets of the class.*
General appreciation over the time given for thinking, writing notes etc.	2	12.5	0	0.0	* *I appreciated the time and materials to jot down important information which has made personal sense to me.* * *An opportunity for private integration of new information at the time of insight.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	3	18.7	1	5.5	* *An excellent tool to use to help me remember when I'm back on the job.* * *A way to pinpoint learnings and concepts in hopes of applying them to actual situations.*
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	1	6.2	1	5.5	* *It's a good idea.*
Unfavorable general comments about module.	1	6.2	0	0.0	* *I didn't get much out of it.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #12	16	---	18	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, all of the Test #1 and all of the Test #2 participants evaluated Module #12. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-43

Results of content analysis of participant evaluations of Module #13, ACCIDENT PREVENTION.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	10	62.5	10	58.8	* *I'm completely sensitized to communication accidents. It made me realized that there really is a need to improve my communication skills.* * *I learned how important communication is.* * *I'm aware that it is important to listen and think.* * *I was able to see how different types of situations elicited similar communication accidents. It made me aware of the fact that trying to improve communication is not as formidable.* * *It made me think why I wasn't connecting with another individual, and that some accidents are more obvious than others.* * *It made me aware that I have to be on the look-out for communication accidents, and that it is nobody's fault. After the accident, try again.* * *It made me aware that accidents happen all the time, and most kinds are helped by stopping, checking.* * *Defining communication accident situations helped to clarify the unifying motives behind different communication characteristics. By learning tools for avoiding accidents, I have realized that such activities as talking slowly, interrupting (when checking), repeating, all things that one learns to interpret as crudeness are actually aids to communication.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of own shortcomings, or/and own misperceptions.	0	0.0	1	5.9	* *Felt we were on the wrong track with our generic descriptions.*
Participant's awareness of other new insights/perspectives he gained about self.	0	0.0	1	5.9	* *It provides me with a self evaluation tool.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's physical limitation such as fatigue, exhaustion or laziness.	1	6.2	0	0.0	* *At the end of the evening, I was just too tired.*
Participant's perceptions that he is being restricted by resources/services provided by the system.	0	0.0	1	5.9	* *I felt we do not have too many ways to work with. We are limited in our resources.*

(continued)

Table 4-43 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Terms were overwhelmingly technical, too much jargon, nomenclature confusing.	0	0.0	1	5.9	* *There is much confusion about what elements made up* I_1, I_2, *and* I_3.
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	0	0.0	1	5.9	* *Momentary frustration with group process. An increased awareness of the difficulty of writing a short report as a group. We moved too slowly.*
Lack of time for discussions, practices, or playing. More time needed.	1	6.2	2	11.8	* *Overall lack of time.* * *Time is a real factor in preventing me from gaining from the training.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Directions/instructions given were clear, helpful.	1	6.2	0	0.0	* *It was clear about what was wanted of us.*
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	4	25.0	4	23.5	* *Small groups were exciting, challenging, stimulating. We worked together well using concensus to reach decisions.* * *The small group maintained a good balance, provided a focus for intensive developmental thinking and learning.* * *The discussions and arguments gave me a much clearer understanding of terms* I_1, I_2, *and* I_3. * *It provided me with a chance to meet and discuss with classmates.* * *Learned clear definitions of terms used in class through our discussion of what was meant by them.*
Format (other than group interaction) of module facilitated gains.	0	0.0	2	11.8	* *Good to be able to dissect accidents and form an objective viewpoint to them. Good to be able to lump accidents together, makes accidents more manageable.* * *Startling to discover that one could systematically investigate misunderstandings in such a way as to learn how to cause less of them.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Examples given were not adequate, not illustrative or not applicable.	0	0.0	1	5.9	* *Class was not given examples of other accidents before having to record their own; it would have been helpful.*

(continued)

Table 4-43 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	1	6.2	1	5.9	* *I found accident prevention techniques very useful with all verbal communications. I will use it.* * *I love concepts, and I'll use them in everyday life.*
Applicability/usefulness of module to work/real life situation was clear.	1	6.2	1	5.9	* *The module is relevant and useful. Helpful especially in dealing with concepts or behaviors that others might not yet recognize.* * *I was impressed by the meaningfulness of this approach.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Applicability/usefulness of module to work/real life situation was not clear/relevant.	0	0.0	1	5.9	* *It is difficult to place any situation in I_1, I_2, or I_3 categories.*
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	1	6.2	0	0.0	* *The exercise seemed to flow so well.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #13	16	---	17	---	

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[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, all of the Test #1 and 17 of the Test #2 participants evaluated Module #13. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-44

Results of content analysis of participant evaluations of Module #14, TWO-WAY RE-DO.

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	--	---	12	70.6	* *Learned about the difficulty of communicating, how hard it is to convey your perceptions to a group.* * *New rules, tactics, strategies are needed for better communication. Some situations require better communication right now!* * *Learned some possible behaviors and became aware of the incredible looseness of language.* * *Communication is more involved and complicated than I thought. Eye contact and body language are very important links.* * *Saw the importance of taking time, forgetting oneself (ego) in order to make the communication clear.* * *Saw the need for distinct directions and instructions and the need for repetition to effect understanding on both sides of the interchange.* * *Realized the importance of stopping and checking.* * *A gain from this module is excitement about the possible ways to make communication more effective.* * *More appreciation of the importance of the process of communication.* * *Clearly illustrated some very interesting human traits such as competitiveness, rising annoyance, certain satisfactions and also some frustrations, all pointing up ways of preventing accidents.*
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	--	---	1	5.9	* *Showed the importance of a sense of equality between the client and the information practitioner.*
Participant's awareness of other learnings, insights, perspectives gained.	--	---	2	11.8	* *Saw the unconscious way people fall into competition in non-competitive situations.* * *The hostility of the "drawers" to the "observers" was very remarkable and impressed me.*

(continued)

Table 4-44 (continued)

CATEGORIES	TEST #1^a n	TEST #1^a %	TEST #2^a n	TEST #2^a %	REPRESENTATIVE COMMENTS
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of own shortcomings, or/and own misperceptions.	--	---	2	11.8	* *I learned I get impatient with other people when they don't comprehend as quickly as I, then I find out I comprehended wrong. Oop! That makes me humble.* * *I'm frequently further off base than I think!*
Participant's awareness of other new insights/perspectives he gained about self.	--	---	3	17.6	* *Found out I don't communicate as badly as I thought.* * *Realization that I am goal or solution oriented in my communication rather than concentrating on the process of communication.* * *I realized I resent communication styles that differ from mine, but once I realize that in a situation I cease resenting and start paying attention.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	--	---	3	17.6	* *I had a hard time identifying communication accidents on the first round. I couldn't articulate them even though they were everywhere.* * *I was slow in realizing how far off base I can be.* * *It was very frustrating because I couldn't understand what the directions were.*
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	--	---	1	5.9	* *Getting out of the normal concept of doing things is always hard at first.*
Other individual limitations of participants not codable above.	--	---	2	11.8	* *I have no vocabulary for geometry.* * *It was very hard not to offer suggestions, but I know from experience it is not always welcome.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Lack of time for discussions, practices or playing, more time needed.	--	---	1	5.9	* *The discussion could have been longer.*

(continued)

Table 4-44 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
Other hindering technical aspects of module not codable above.	--	---	1	5.9	* *Personality conflicts got in the way of learning, i.e., sometimes I concentrated too much on personality and missed what was going on.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Other elements which hindered applicability of module.	--	---	1	5.9	* *Learned that many of the practices we are learning here may meet with opposition when we try to apply them and that these ideas are very delicate ones.*
GENERAL COMMENTS ON MODULE					
Unfavorable general comments about module.	--	---	1	5.9	* *Felt frustrated at times.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #14	--	---	17	---	

[a] This module was not used in the Test #1 evaluation. There were 18 participants in the Test #2 evaluation. Of these, 17 evaluated Module #14. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-45

Results of content analysis of participant evaluations of Module #15, FLAG GAME.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	10	66.7	8	50.0	* *Gave me a new method/awareness to avoid unthinking, misinforming communications.* * *Good introduction to analyzing patterns, habits which cause communication accidents.* * *If there was clear identification of what one was doing before one spoke there'd be very little misunderstanding and far less talking. Revelation! Helpful for understanding.* * *Realization that this could be a very non-threatening way of dealing with another person with whom you disagree.* * *To think about what I'm going to say and at least flag it mentally should help me a lot in all my communication.* * *Learned that people want their intentions understood but are often hesitant to flag those intentions.* * *A look at the processes people use in communicating. It helps to understand how people are saying things as well as what they are saying.* * *While I could not overcome a feeling of a contrived situation, the exercise nevertheless identified very helpful measurements for evaluation of effective 2-way communication.* * *Importance of taking responsibilities for statements! Learning to label comments and be more analytical.* * *Learned a lot about the need to slow down during communication for better communications.* * *Helped me realize how often I may not know what I mean by a statement. Flagging helps me clarify meaning not only for myself but for others as well.* * *Letting listener know the intent of a communication helps keep communication open and accident free in some situations.*
Participant's awareness of other learnings, insights, perspectives gained.	0	0.0	1	6.2	* *New idea for me from this module.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of how he personally deals with situations and measures his own success.	1	6.7	0	0.0	* *It created awareness for me. It started me thinking about how I approach things.*

(continued)

Table 4-45 (continued)

CATEGORIES	TEST #1[a] n	 %	TEST #2[a] n	 %	REPRESENTATIVE COMMENTS
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	2	13.3	1	6.2	* *I couldn't think of anything to say in the discussion. I couldn't relate to the discussion. My first attempt at flagging was dismal.* * *Trying to find a topic took a while.*
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	1	6.7	0	0.0	* *I felt resistance to doing this exercise.*
Participant's inability to attend to more than one thing at a time.	3	20.0	2	12.5	* *It was difficult to focus on the topic of discussion, when we were so personally involved in both what we were saying and how we were saying it.* * *I became more involved in the discussion than in the communicating behaviors.* * *The message/media dichotomy was great enough to hinder my communication for a while, rather than sharpening it immediately.* * *Having to categorize statements before saying them often made it difficult to carry on a normally paced conversation or discussion.*
Participant's personal dislike for the format of the module.	2	13.3	1	6.2	* *The interflow of flags makes it difficult to separate them when one is communicating.* * *Flagging is somewhat of a tedious exercise.* * *Think it might help if the flags were arranged alphabetically on the handout.*
Participant's physical limitations such as fatigue, exhaustion or laziness.	1	6.7	1	6.2	* *My own tired mind and body prevented me from learning.* * *My lack of physical energy at night hindered me from gaining from the participation.*
Participant's reluctance to get involved or participant's lack of interest.	1	6.7	0	0.0	* *The goals of the participants were different from the goals of the module.*

(continued)

Table 4-45 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	0	0.0	1	6.2	* *Should let groups pick their own topic if they prefer.*
Lack of time for discussions, practices or playing, more time needed.	2	13.3	0	0.0	* *Needed more time in groups.* * *Time was a factor, because by the time I found the correct flag the course of the discussion moved beyond what I wanted to comment on.*
Pace of training was too slow.	1	6.7	0	0.0	* *The question about the institution with some groups may be proper at this stage as a preparation for later modules, but our group had already been thinking about the question for 8 hours and were ready for a serious discussion. This made using flags difficult*
Other hindering technical aspects of module not codable above.	1	6.7	0	0.0	* *This was a difficult module to participate in. The dynamics of it were hard to get into.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	1	6.7	1	6.2	* *The module has lead us all into a deeper communication with one another.* * *I enjoyed the smaller buzz group more than the larger group. Felt I had more of an opportunity to say something.*
Format (other than group interaction) of module facilitated gains.	1	6.7	1	6.2	* *Changing the topic helped.* * *Flagging prevented me from interrupting because I had to flag before I could talk.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Concepts were too new, different, difficult.	0	0.0	2	12.5	* *Flagging is not just a new way of speaking, but a new way of thinking and reacting, hence difficult.* * *Flagging is new concept. I will have to get used to it.*
Content or topic of module not interesting, nothing new, redundant to what was known.	2	13.3	1	6.2	* *The question, "Are libraries helpful as designed?" is hollow, vague, unemotional hence, vague unemotional answers. This*

(continued)

Table 4-45 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
					course sometimes drags with the constant paralleling to library situations. Constantly focusing on the library aspect seems to deaden the growth for me. * *Topic for conversation seemed artificial to be talking about.* * *First topic wasn't interesting to me.*
CONTENT AND SUBJECT MATTER OF MODULE THAT FACILITATED GAINS					
Other content and subject matter of module which facilitated gains.	1	6.7	0	0.0	* *Using a neutral topic helped a lot.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	0	0.0	1	6.2	* *I will try to use this technique more.*
Applicability/usefulness of module to work/real life situation was clear/relevant.	0	0.0	4	25.0	* *I can see where the technique is especially good for defusing emotional situations.* * *Very useful to become more skillful in concentrating on one thing and doing a better job.* * *I'm finding the new idea very helpful even now.* * *How useful this flagging technique would be in getting a group of people to work together more efficiently.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Applicability/usefulness of module to work/real life situation was not clear/relevant.	0	0.0	1	6.2	* *I think we didn't focus on whether or not flagging would help in client situation.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #15	15	---	16	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, 15 of the Test #1 and 16 of the Test #2 participants evaluated Module #15. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-46

Results of content analysis of participant evaluations of Module #16, COMMUNICATION ISOMETRICS.

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	12	80.0	10	62.5	* *The dynamics and patterns of communication came across in this one.* * *I realized the potential control of communication.* * *I see the power of having a repertoire of communication behaviors on hand.* * *Increased awareness of behaviors and how they effect the outcome of communication interaction.* * *I am eventually seeing the helpfulness of stopping.* * *Stopping for clarification is helpful in understanding and we should do more of it.* * *Being stopped for random reasons forced me to think of the listener's reasons for stopping me and not to anticipate what I think the reason may be.* * *One finds out the power of attentive listening and the devastation caused when someone doesn't or can't listen.* * *I've got the bag of tricks for improving communication; now I need to learn how to draw from it.* * *It gave me a new way to look at my communication skills and weaknesses.* * *It makes me want to be more aware of what is going on in communication transactions I am involved in.* * *Gave me a better ability to switch tactics in verbal exchange.* * *I found out I need to listen more.*
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	1	6.7	0	0.0	* *Shows the steps to use in getting to the kind of information you need.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of other new insights/perspectives he gained about self.	0	0.0	2	12.5	* *I fear both failure and success in using my repertoire of behaviors.* * *I found out that I feel insecure without my desk and job tools around me.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come	1	6.7	3	18.7	* *I had a hard time thinking up troublesome situations to talk about.*

(continued)

Table 4-46 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.					* *I had a hard time getting started.* * *We all tended to sink into our natural patterns.*
Participant's concern over own performance in following instructions and directions.	0	0.0	1	6.2	* *It was hard to follow the instructions and provide movements and gestures when the situation did not call for them.*
Participant's inability to attend to more than one thing at a time.	0	0.0	1	6.2	* *It was difficult to attend to card signals when deeply involved in communicating.*
Participant's personal dislike for the format of the module.	3	20.0	8	50.0	* *We should not have used a personal problem situation. We should have used a work problem, not personal problem.* * *The exercise was artificial and "staged."* * *We all found it difficult to assume unfamiliar behaviors.* * *I am not very comfortable in role-playing.* * *It was too difficult to handle the way it was.* * *Not viewing a problem before in its context with all parameters revealed etc. made it hard to relate and be meaningful to another.*
Other individual limitations of participants not codable above.	1	6.7	2	12.5	* *My problem situation was becoming shopworn and verbalization of it was becoming too well organized and glib.* * *I was enjoying the stories too much.* * *I should have really sat down ahead of time and thought harder about what troublesome situation to relate.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Lack of time for discussions, practices or playing, more time needed.	2	13.3	0	0.0	* *I need more time to practice.* * *I need a longer time to become aware of changes in my focus and the value of these changes.*
Too much time devoted to training/practice/playing of module.	0	0.0	1	6.2	* *This module is too long.*

(continued)

Table 4-46 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	0	0.0	1	6.2	* *I loved sharing experiences, hearing and telling in small groups.*
Format (other than group interaction) of module facilitated gains.	1	6.7	0	0.0	* *It was good practice for communication skills.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Concepts were too new, different, difficult.	1	6.7	0	0.0	* *The newness of the terms and way of looking at communication was a hindrance.*
Content or topic of module not interesting, nothing new, redundant to what was known.	0	0.0	1	6.2	* *I've had training in acting so this was basically an elementary exercise in something I already know how to do.*
CONTENT AND SUBJECT MATTER OF MODULE THAT FACILITATED GAINS					
Other content and subject matter of module which facilitated gains.	0	0.0	1	6.2	* *I really liked the Citizens' Handbook--it was a good summary of the information up to now.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	1	6.7	0	0.0	* *I can see where it could be helpful.*
Applicability/usefulness of module to work/real life situation was clear/relevant.	1	6.7	1	6.2	* *It is very useful.* * *It is relevant to direct application.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Participants were unable to apply or make use of module.	1	6.7	0	0.0	* *I felt it was unrealistic for me to relate to as well as I could some of the other modules.*

(continued)

Table 4-46 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	0	0.0	1	6.2	* *It was a good learning experience.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #16	15	---	16	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, 15 of the Test #1 and 16 of the Test #2 participants evaluated Module #16. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

TABLE 4-47

Results of content analysis of participant evaluations of Module #17, REPERTOIRE REVIEW.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	--	---	8	47.1	* *It made me think of the different possibilities of communication and their outcomes.* * *Showed me alternative ways of handling communication and the different results that can be obtained.* * *Saw that we should keep trying different techniques if one doesn't work.* * *It provides sharper focus on the process of communication.* * *Good concrete examples of how to avoid communication accidents.* * *Some communication tactics tend to cluster into strategies.* * *Gave me an idea of the consequences of doing or not doing things.* * *It is good to dissect accidents and evaluate them.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	--	---	1	5.9	* *If you are not a good actor you might not present the problem properly and then the solution would not be found.*
Participant's physical limitations such as fatigue, exhaustion or laziness.	--	---	2	11.8	* *I was sleepy.* * *Being punch-drunk and laughing a lot hindered.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Other hindering technical aspects of module not codable above.	--	---	1	5.9	* *I would have liked to have more ideas or situations suggested or the total brainstorming list of each group.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	--	---	2	11.8	* *The group discussion was very helpful in analysis of situations and experience.* * *I am personally finding it easier to work with a group.*

(continued)

Table 4-47 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Format (other than group interaction) of module facilitated gains.	--	---	5	29.4	* *Recreating a communication accident through role-playing causes one to become more deeply aware of the causes and means of alleviating such situations.* * *It helps to articulate and the role playing was fun.* * *Various role-playing situations were stimulating.* * *It is good to dissect accidents and evaluate them so closely.* * *It was good to have practice using the bag of communication tricks.*
Connections within/between/among modules were clear.	--	---	2	11.8	* *Reinforcement of the ideas already presented.* * *This module allowed us to put recently learned concepts into a more realistic perspective.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Applicability/usefulness of module to work/real life situation was clear/relevant.	--	---	2	11.8	* *The module helped me find out what real behaviors used in real life situations could achieve.* * *The training gave us a chance to apply tactics to real situations.*
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	--	---	5	29.4	* *It was fun.* * *I enjoyed the exercise.* * *Enjoyable--good humored.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #17	--	---	17	---	

[a] This module was not used in the Test #1 evaluation. There were 18 participants in the Test #2 evaluation. Of these, 17 evaluated Module #17. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-48

Results of content analysis of participant evaluations of Module #18, TRACKING THE TRANSACTION.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	2	12.5	0	0.0	* *I'm understanding more fully what the client-in-situation approach means when playing the client.* * *Realization after the fact of the client-in-situation approach.*
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	6	37.5	4	23.5	* *Non-verbal cues are important--gestures, speech mannerisms, facial expressions.* * *Need for awareness of verbal and non-verbal clues from the client.* * *It made me aware of how communication can go wrong. It pointed out some significant accidents.* * *There is a need for interviewing techniques.* * *Increased my understanding of the importance of checking for the quality of the communication interaction and not waiting until the end after many accidents have occurred.* * *I don't ask enough open-ended questions.* * *I learned to be slow to answer questions; I think first before answering because it may not be necessary and it may be confusing to answer.* * *Stop! Look! Listen! Clarify. These are important for communication.*
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	7	43.7	6	35.3	* *I enjoyed watching how I function as a practitioner. It helped me focus on my style as a practitioner.* * *It made me realize that my approach can intimidate a client.* * *I can see how the way the client presents a problem affects my approach.* * *I found out I know a lot more about and am better at interviewing clients than I thought.* * *Made me conscious of watching i.e. tracking the client-practitioner transaction while it's going on.* * *It is necessary to prevent the intrusion of practitioner feelings. I must meet the client's needs, not mine.* * *I was made aware of my own apprehensions in a practitioner-client situation.* * *I got some idea of the problems I might face and methods of avoiding further complications.* * *I saw how intuitively some of us help a client redirect his needs or comprehend his situation without ever being aware that you're helping.*

(continued)

Table 4-48 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
Participant's awareness of other learnings, insights, perspectives gained.	1	6.2	0	0.0	* *It gave me fantastic insights and will be something very worthwhile to take away.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of own shortcomings, or/and own misperceptions.	2	12.5	0	0.0	* *It made very clear how much I still haven't learned.* * *I need training and tools.*
Participant's awareness of other new insights/perspectives he gained about self.	0	0.0	1	5.9	* *It boosted my morale and self confidence.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	2	12.5	3	17.6	* *I was unprepared to cope with the situation I was put into as a client and/or practitioner so it took a while to understand what I should do.* * *I'm frustrated with my slowness--I can't call to mind my repertoire when I'm on the spot. I feel dull and unsuccessful.* * *I'm feeling inadequate; I don't know specific skills to get to the client-in-situation.* * *My inability to role play a specific problem.* * *Sometime the lack of a proper "tag" for the transaction in our minds made it hard to zero in on certain aspects of behavior needed or necessary. We are new to this game!*
Participant's concern over own performance in following instructions and directions.	1	6.2	0	0.0	* *I was bothered by being afraid I wasn't following the directions.*
Participant's lack of knowledge and information about own system or/and lack of experience.	1	6.2	0	0.0	* *My lack of experience.*
Participant's personal dislike for the format of the module.	0	0.0	1	5.9	* *The repetition of the same problem seemed to weaken the effect of the role-playing.*
Participant's physical limitations such as fatigue, exhaustion or laziness.	2	12.5	0	0.0	* *I'm tired, fatigued.*

(continued)

Table 4-48 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
Participant's reluctance to get involved or participant's lack of interest.	1	6.2	2	5.9	* *My partner didn't feel too involved either.* * *Knowing my partner too well hindered the depth of role-playing involvement.* * *It's hard to role-play with a close friend.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Terms were overwhelmingly technical, too much jargon, nomenclature confusing.	0	0.0	2	11.8	* *I was stymied by the terminology.* * *Vocabulary was a problem. We didn't understand "tracking" and "quality".*
Lack of time for discussions, practices or playing, more time needed.	1	6.2	2	11.8	* *I wish there could have been more time to think and practice.*
Too much time devoted to training/practice/playing of module.	0	0.0	1	5.9	* *It took too much time.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	0	0.0	3	17.6	* *Doing the role playing twice really made us critically analyze our own behavior and improved our understanding of the second round.* * *The two-way dialogue analyzing the experience was very helpful.*
Format (other than group interaction) of module facilitated gains.	2	12.5	2	11.8	* *In practices, I found it difficult but helpful to actually put some of the things I learned to use.* * *I liked the interaction practice. Good to have an opportunity to apply new techniques in a practice environment.* * *Being both client and practitioner improved communication in each role.*
Other facilitating technical aspects of module not codable above.	1	6.2	0	0.0	* *The staff observer was very helpful in guiding.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	1	6.2	1	5.9	* *I see real application value.* * *I'm trying to use this process in all interpersonal transactions.*

(continued)

Table 4-48 (continued)

CATEGORIES	TEST #1[a] n	%	TEST #2[a] n	%	REPRESENTATIVE COMMENTS
Applicability/usefulness of module to work/real life situation was clear/relevant.	1	6.2	0	0.0	* *This is a good exercise to use for training our volunteers.*
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	4	25.0	2	11.8	* *It was the best module of the workshop.* * *I really enjoyed this exercise. It was great.* * *It was interesting how well it worked out.* * *I got a good feeling from persisting until we completed it.*
Unfavorable general comments about module.	2	12.5	0	0.0	* *I didn't like this module. It was frustrating.* * *I felt I learned little from this module.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #18	16	---	17	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, all of the Test #1 and 17 of the Test #2 participants evaluated Module #18. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-49

Results of content analysis of participant evaluations of Module #19, BARRIER BUSTING.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	--	---	12	66.7	* *It gave me ideas of how to change the system, cope with authoritarian management.* * *There are lots of barriers and lots of ways to overcome them.* * *I got a sense of the complexity of changing institutions; I must work on changing my own behavior.* * *Gave me a keener appreciation of processes facilitating innovative changes. So much depends on reeducation of everyone involved.* * *Management can be paranoid at the thought of innovation.* * *It was helpful to see what it is like to be either client or practitioner and that it will be sometimes difficult to do the right thing in a given situation even with all the good will and preparation.* * *Barriers are sometimes self-imposed. Reeducation will be a primary concern in effecting change.*
Participant's awareness of other learnings, insights, perspectives gained.	--	---	1	5.6	* *I got good new ideas and reinforcement for some old ideas too.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	--	---	1	5.6	* *It was sometimes hard to find proper names for things.*
Participant's lack of knowledge and information about own system or/and lack of experience.	--	---	2	11.1	* *More experience in the field would aid in discussing and deciding useful alternatives.*
Participant's personal dislike for the format of the module.	--	---	2	11.1	* *It was a little artificial.* * *It was hard to establish communication with a pretend client across a wide expanse with multiple onlookers.*

(continued)

Table 4-49 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	--	---	2	11.1	* *The groups were too big.* * *I was frustrated when we got off track in group role-playing. I suggest using one person each for client, practitioner and management.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format (other than group interaction) of module facilitated gains.	--	---	2	11.1	* *Having to write "management policies" (and thus think backwards) was a good learning experience.*
Connections within/between/among modules were clear.	--	---	1	5.6	* *It summarized. It was good for consolidating and integrating material learned and thought about.*
CONTENT AND SUBJECT MATTER OF MODULE THAT FACILITATED GAINS					
Other content and subject matter of module which facilitated gains.	--	---	1	5.6	* *This was a great satisfaction to me, to work constructively on management modifications.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	--	---	1	5.6	* *Thought about how to apply what we've learned.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Participants were unable to apply or make use of module.	--	---	1	5.6	* *I saw some of the problems I may have in using the client-in-situation approach in my work situation.*
Applicability/usefulness of module to work/real life situation was not clear/relevant.	--	---	1	5.6	* *The client's problem was overwhelming and basically unrealistic.*
GENERAL COMMENTS ON MODULE					
Unfavorable general comments about module.	--	---	1	5.6	* *A sense of frustration concerning the enormity of the challenge.*

(continued)

Table 4-49 (continued)

CATEGORIES	TEST #1[a] n	%	TEST #2[a] n	%	REPRESENTATIVE COMMENTS
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #19	--	---	18	---	

[a] This module was not used in the Test #1 evaluation. There were 18 participants in the Test #2 evaluation. Of these, all evaluated Module #19. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-50

Results of content analysis of participant evaluations of Module #20, SYSTEM ACCOUNTABILITY.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the bases people use for assessing helpfulness of information and the need to measure system and practitioner effectiveness and accountability in a user context.	5	35.7	4	23.5	* *A re-look at the futility of numbers and the importance of client feedback in defining my job.* * *A clear look at what measure we are now using for accountability and why they are not really valid--helpful to look at a future way to measure accountability.* * *We need new ways to evaluate patron satisfaction and it is really the most meaningful measure.* * *Even more of a realization of how difficult it is to measure quality and an understanding for the emphasis on quantity which results.* * *Increased awareness that the area of system accountability is in need of attention in a huge way.* * *I felt a compelling need to come up with a workable technique for accountability in user perspective.*
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	2	14.3	9	52.9	* *Increased awareness of things that can be done to change the system.* * *There is so much to be done to improve the system.* * *Gave me a sense of the need for reeducation in all aspects of information field.* * *Provided a final opportunity to think about the realities of the system.* * *Gave me ideas of how to let the library audience know what the library is trying to do. I see new base of pleasing support groups.* * *Change must come in several areas to get librarians using the client-in-situation approach.* * *I'm amazed at how trapped I am in the system.*
Participant's awareness of other learnings, insights, perspectives gained.	1	7.1	2	11.8	* *Gave me some concrete ideas.* * *I got some new ideas.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of how he personally deals with situations and measures his own success.	1	7.1	0	0.0	* *Reached an awareness of the fallacies of the measures I use to justify to myself that what I do is important and well done.*

(continued)

Table 4-50 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's awareness of other new insights/perspectives he gained about self.	2	14.3	0	0.0	* *Gave me a real optimistic feeling of forward movement.* * *I didn't always use what we had learned before--very scary considering how much time we spent learning to communicate.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	1	7.1	3	17.6	* *I was initially unable to see myself as system.* * *No one seemed to feel at all creative.* * *I couldn't even think of a concrete measure as a transition.* * *It was a dull day for me--I wasn't very innovative.*
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	0	0.0	1	5.9	* *I have a somewhat too accepting view of the present situation--not wanting to question.*
Participant's lack of knowledge and information about own system or/and lack of experience.	2	14.3	0	0.0	* *I'm not real sure just what our board of directors uses all these numbers for!* * *My lack of knowledge of what our board of directors actually does.*
Participant's physical limitations such as fatigue, exhaustion or laziness.	2	14.3	1	5.9	* *I'm tired.*
Other individual limitations of participants not codable above.	0	0.0	2	11.8	* *I'm sad because this is the last class.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	0	0.0	1	5.9	* *Perhaps for modules 19 and 20 we needed something to work from.*
Terms were overwhelmingly technical, too much jargon, nomenclature confusing.	1	7.1	0	0.0	* *Confusion of terms*

(continued)

Table 4-50 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	0	0.0	2	11.8	* *I felt uncomfortable in my group.* * *Cross fertilization within the group didn't work as well as usual.*
Lack of time for discussions, practices or playing, more time needed.	1	7.1	4	23.5	* *Too little time. Needed more time for discussion.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	1	7.1	0	0.0	* *Helpful to listen to others' ideas and suggestions.*
Connections within/between/among modules were clear.	0	0.0	3	17.6	* *This built effectively on the previous module.* * *Was a summarization.*
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS					
Concepts were too new, different, difficult.	1	7.1	0	0.0	* *It was too big a jump too soon.*
Examples given were not adequate, not illustrative or not applicable.	0	0.0	1	5.9	* *I wanted more concrete suggestions and specifics.*
CONTENT AND SUBJECT MATTER OF MODULE THAT FACILITATED GAINS					
Other content and subject matter of module which facilitated gains.	1	7.1	0	0.0	* *I got very involved in what was a very real situation.*
APPLICABILITY OF MODULE THAT FACILITATED GAINS					
Participants were able to apply or make use of module.	2	14.3	0	0.0	* *It was relevant to myself and my job.* * *It gave me the feeling that there were things I can do now on a client-practitioner level.*
Applicability/usefulness of module to work/real life situation was clear/relevant.	1	7.1	4	23.5	* *I was encouraged to note that some things probably can be implemented without changing the system.*

(continued)

Table 4-50 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
					* *Saw practical application.* * *It gave us a focus for the direction the action in the wide world will possibly take if each of us takes a step in the right direction.* * *Could see the system in terms of things we had been thinking about in class.* * *This gave satisfaction in constructive planning.*
APPLICABILITY OF MODULE THAT HINDERED GAINS					
Other elements which hindered applicability of module.	1	7.1	1	5.9	* *I realized that there are some real life hurdles that will not be easy to break down.* * *It's pretty hard to imagine my agency redesigning what they want and ask for.*
GENERAL COMMENTS ON MODULE					
Favorable general comments about module.	1	7.1	1	5.9	* *I feel exhilaration to go on.* * *It was painful but worth it.*
Unfavorable general comments about module.	0	0.0	1	5.9	* *I have a certain feeling of frustration.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING MODULE #20	14	---	17	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, 14 of the Test #1 and 17 of the Test #2 participants evaluated Module #20. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-51

Results of the content analysis of participant evaluation of overall training.

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
CONCEPTUAL LEARNINGS GAINED					
Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	1	7.7	6	33.3	* *Gave me a new awareness of the client-in-situation and how to use it.* * *Gave me a new idea of clients and respect for their problems.* * *Seeing the client as a unique person in a unique situation, not as a type.* * *Showed me that the client-in-situation may be a more realistic way of interacting with people.*
Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	3	23.1	9	50.0	* *Understanding of the complexities of communication.* * *Increased awareness of communication accidents. They happen when you least expect them.* * *I realized that communication can be controlled.* * *I hope that I am a more skillful user of communication.* * *I learned a whole new approach to interpersonal communication.* * *Gained a new feeling for the importance of improving communication skills.* * *I'm aware it's important to listen, be flexible, and supportive.* * *Reinforced the idea that well planned communication patterns and a variety of communication skills are essential in interaction with others.* * *People communicate differently.*
Participant's awareness of the bases people use for assessing helpfulness of information and the need to measure system and practitioner effectiveness and accountability in a user context.	1	7.7	3	16.7	* *Only the patron can determine if he's been helped--the patron always ultimately wins.* * *Saw some alternatives to current evaluations.* * *Gave me a much clearer picture of exactly how I can measure my effectiveness in my job (i.e. by measuring client's view of helpfulness.)*
Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	1	7.7	5	27.8	* *Gave me new ways to classify information.* * *I like the* I_1 I_2 I_3 *idea.* * *People seek information in ways that I had not previously considered.* * *I learned how important it is to reach the* I_2 *level with my patron.* * *I got lots of good ideas about information.*

(continued)

Table 4-51 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	7	53.8	10	55.6	* *Gave me a new way to look at my job, a new approach to information services.* * *I learned to see libraries in a much different, broader role.* * *It helped me to focus some of my own feelings about what library service should be.* * *Showed me the possibilities for change in my profession.* * *Realization that the system has required less attention to clients and more to system functions and needs. Very little meaningful communication has been taking place in our institutions.* * *More awareness of information staff frustrations and needs.* * *An awareness of other service organizations which sometimes overlap with mine.* * *Gives me the desire to keep working toward a better system.* * *I gained a lot of insight into how I relate to my job.* * *Communication skills need to be improved in libraries at all levels.* * *Change in libraries will start with the individual librarian who is willing to take on the responsibility for change.*
Participants awareness of other learnings, insights, perspectives gained.	6	46.1	7	38.9	* *Gave me some new objective ways of approaching a situation.* * *Gave me lots of ideas, insights, things to think about.* * *I learned a hell of a lot.* * *Gained scattered insights and an overall picture.* * *Most of the ideas I got were spot awarenesses and changes in point of view.* * *A new way of thinking.* * *I was satisfied to have a feeling of some resolutions with Modules 19 and 20.* * *Increased awareness of ways people solve problems.*
LEARNINGS ABOUT SELF GAINED					
Participant's awareness of own shortcomings, or/and own misperceptions.	1	7.7	2	11.1	* *I learned about my limitations and the erroneous assumptions I make about people.* * *Awareness of my own shortcomings and ways of improvement.* * *I was shaken out of my assumptions.*
Participant's awareness of how he personally deals with situations and measures his own success.	0	0.0	2	11.1	* *This class has taught me to continually look at what I'm doing--the quality and effectiveness.* * *Awareness of my own problem solving.*

(continued)

Table 4-51 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Participant's awareness of other new insights/perspectives he gained about self.	3	23.1	3	16.7	* *Gave me a new direction for my development and growth.* * *I gained a lot of insights about myself.* * *I got out of a rut.* * *I learned to accept my limitations and strengths.* * *Lots of new ways to look at myself.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS					
Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and techniques, including general slowness in thought process.	3	23.1	2	11.1	* *I needed some small-group facing techniques.* * *I may not be able to articulate what the workshop was all about.* * *Misunderstanding of some concepts due more to my slowness at grasping theories than anything else.* * *I'm under so much pressure I can hardly enjoy anything.* * *I was self conscious. It hindered me.*
Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	3	23.1	4	22.2	* *My preconceived ideas--it is hard to move out of a rut.* * *I was so wary and guarded the first two weeks.* * *My own inertia in terms of my own attitudes was hard to move.* * *Because my expectations were very high I was disappointed.* * *I came with a low expectation--expected a difficult, boring time. It was hard to get over it.*
Participant's lack of knowledge and information about own system or/and lack of experience.	1	7.7	2	11.1	* *My lack of expertise and unfamiliarity with terms and concepts about my own system.* * *Lack of experience as a professional was somewhat limiting.*
Participant's inability to attend to more than one thing at a time.	0	0.0	1	5.6	* *My own preoccupation with things I am involved in prevented me from giving full attention to instruction at times. It pointed up a fault of being too deliberate in communication situations.*
Participant's personal dislike for the format of the modules.	2	15.4	2	11.1	* *I don't like the scale evaluation modes (in any situation). Because of the process of abstracting my feelings and translating them into numbers, I don't feel I can adequately gauge my feelings with that kind of a scale.*

(continued)

Table 4-51 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
					* *Role playing gets old.* * *I have a built in resistance to role playing.* * *The evaluations are a burn out. After so many of them they tend to become shorter, less concise, less critical.*
Participant's physical limitations such as fatigue, exhaustion or laziness.	1	7.7	0	0.0	* *I often tend to provide too short an attention span.*
Participant's reluctance to get involved or participant's lack of interest.	0	0.0	1	5.6	* *I was initially reluctant to involve myself.*
Other individual limitations of participants not codable above.	2	15.4	1	5.6	* *My personal limitations such as own anxieties hindered me.* * *My different background from majority of group hindered me because I had some trouble understanding "where they were coming from".* * *I stayed up too late some nights because I was having fun socializing with others. This hindered me quite a bit.*
TECHNICAL ASPECTS OF MODULES THAT HINDERED GAINS					
Directions/instructions provided were not clear/adequate, including insufficient information.	1	7.7	1	5.6	* *Maybe we should have been told how evaluations are being used or might be used. We would also like to know what will happen to the project in future.* * *There was a lack of clarification about why we were doing some exercises.*
Terms were overwhelmingly technical, too much jargon, nomenclature confusing.	0	0.0	1	5.6	* *Some early confusion about the specialized vocabulary of this system was a problem.*
Format for group interaction was unfavorable for the development of rapport, insights, or/and indepth discussions.	0	0.0	3	16.7	* *Some groups seemed to be better for stimulating me than others.* * *Some groups were better or more productive than others but this is always true depending on many things.* * *I was so vocal in group some others were inhibited by this.*
Modules were too long/too much, needed to be split into sections.	2	15.4	0	0.0	* *Some exercises seemed too long for the number of insights provided.* * *Too much material at one time.*

(continued)

Table 4-51 (continued)

CATEGORIES	TEST #1[a] n	TEST #1[a] %	TEST #2[a] n	TEST #2[a] %	REPRESENTATIVE COMMENTS
Lack of time for discussions, practices or playing, more time needed.	6	46.1	3	16.7	* *Too little time to work through some modules.* * *Not enough time.* * *I needed further practice in listening and interviewing skills and techniques.* * *I need more practice before all the wonderful insights get into my I$_2$.* * *Not always enough time to assimilate the info/learnings.* * *Need more time to absorb all the learnings, which means much of the material will become more useful in a couple of weeks or so as I review them and really begin to integrate it.* * *Time often became a factor in that more time for discussion would have been helpful at certain times.*
Overall work time was too long, started too early in the morning or lasted too late in the evening, or inappropriate breaktimes.	1	7.7	0	0.0	* *Long sessions hindered me. Evening work was murder.*
Other hindering technical aspects of modules not codable above.	3	23.1	7	38.9	* *Sensed staff disappointment in group performance at some points. Too much levity?* * *I would like a list of the modules with the capsule reviews.* * *Evaluation forms were especially difficult.* * *Audio visual aid and more role playing might help.* * *The all women makeup of class might have been a hindrance.* * *I found your whistle obnoxious and hope you can find some better means of crowd control.*
TECHNICAL ASPECTS OF MODULES THAT FACILITATED GAINS					
Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	0	0.0	6	33.3	* *The forming and reforming of group participation were stimulating and provided very creative development.* * *I'm a vocal sort so enjoyed the role playing and groups.* * *I greatly appreciate the opportunity to work on these problems and solutions with other people who are equally involved.* * *I like the size of the group. It's just right.*

(continued)

Table 4-51 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
Format (other than group interaction) of modules facilitated gains.	0	0.0	3	16.7	* _The forget-me-knots help!_ * _Since training was not simply lecture and reading but actual practice of concepts, what I learned will stick with me long enough until I have become more facile with them._ * _I enjoyed the chance to verbalize. Haven't been encouraged to do this in the library program._
Connections within/between/among modules were clear.	1	7.7	0	0.0	* _The last day was the best, but of course it was built on the preceding days._
Other facilitating technical aspects of modules not codable above.	3	23.1	3	16.7	* _Organization was exceptional._ * _I felt the class has a very fine make-up._ * _Good to have done this over extended time. Not just a weekend._ * _An opportunity to know others in my profession._ * _All the fun in being with a new group of people._ * _The fun time helped the group feel more together._
CONTENT AND SUBJECT MATTER OF MODULES THAT HINDERED GAINS					
Other content and subject matter of modules that hindered participants from gaining.	2	15.4	2	11.1	* _Workshop gave me ways of looking at things but I'm not sure what the whole thing means._ * _Wanting more specific skill development around client-in-service._ * _Perhaps more emphasis on successful techniques for communication improvement._
CONTENT AND SUBJECT MATTER OF MODULES THAT FACILITATED GAINS					
Other content and subject matter of modules which facilitated gains.	0	0.0	2	11.1	* _I enjoyed all the interchange with the instructors and the materials which enabled us to see things not seen before._
APPLICABILITY OF MODULES THAT FACILITATED GAINS					
Participants were able to apply or make use of modules.	5	38.5	4	22.2	* _I feel this has been extremely valuable for my work._ * _This course helped me to apply things I already knew by giving me positive reinforcement._ * _Looking forward to apply all of this to my work situation._

(continued)

Table 4-51 (continued)

CATEGORIES	TEST #1[a] n %	TEST #2[a] n %	REPRESENTATIVE COMMENTS
			* *A challenge to take back to my job.* * *I want to use this learning to improve our system and myself.* * *I did get a lot of practical application out of it.* * *I was able to relate the workshop content to my specialty of children's services.*
Applicability/usefulness of modules to work/real life situation was clear/relevant.	3 23.1	2 11.1	* *New awareness of ideas of how to utilize new approaches to I & R in training others.* * *The feasibility of direct application of these modules to our own training needs with volunteers is obvious.* * *I gained a vast amount of material, ideas, good stuff to use in training.* * *I found great satisfaction in having a chance to see these modules in application.* * *Awareness of how this can be applied to library information situation.*
APPLICABILITY OF MODULES THAT HINDERED GAINS			
Other elements which hindered applicability of modules.	2 15.4	0 0.0	* *Despite the general acceptance of the client-in-situation concept, I feel that somehow it will be difficult to implement it in the existing system given what it is now.* * *I don't foresee any hopes of immediate change on a system-wide level simply because it requires shifts in thought patterns and behaviors on personal/professional/individual/collective levels.*
GENERAL COMMENTS ON MODULES			
Favorable general comments about modules.	7 53.8	11 61.1	* *Appreciate the enthusiasm of the two instructors.* * *Found it much more interesting and rewarding than I expected.* * *Overall the workshop was an interesting and enjoyable one.* * *You are doing something worthwhile. Please don't get discouraged.* * *I was very impressed. Delighted that I was able to be involved.* * *A job well done.* * *I consider this a most valuable experience.* * *Thank you. I love it. When's the next one?* * *I felt more enthusiasm for this class than for every other class combined.*

(continued)

Table 4-51 (continued)

CATEGORIES	TEST #1[a]		TEST #2[a]		REPRESENTATIVE COMMENTS
	n	%	n	%	
					* *Terrific! I hope to see, hear, and participate in more work on client-in-situation.* * *I found the learning modules both interesting and effective.* * *I'm impressed by the creativity of the ideas.*
Unfavorable general comments about modules.	0	0.0	2	11.1	* *I've no idea what it was, but for some reason I'm really disappointed about this course.*
TOTAL NUMBER OF PARTICIPANTS EVALUATING TRAINING	13	---	18	---	

[a] There were 16 participants who took part in Test #1 and 18 in Test #2. Of these, 13 of the Test #1 and all of the Test #2 participants evaluated the overall training. The figures under the n column indicate the number of participants whose response could be coded in that specific category. The percentages will not add to 100 because each participant response could be coded to multiple depths. See the description of the coding procedures in Appendix G for explanation.

Table 4-52

Comments from observer evaluations of the Test #1 and Test #2 use of Module #1, WHERE ARE YOU NOW.

WHAT WENT WRONG?[a]

- *Some of the participants were confused over the purpose of the exercise. It might be useful to restate the directions verbally.*
- *Some of the participants wanted to spend a great deal more time than others in filling in their answers on the PARTICIPANT ANSWER SHEET. It might be useful to emphasize the need for brief answers to serve as individual notes only.*
- *The questions on the answer sheet are phrased as if working practitioners are the participants. For the student participants, this was a small problem. (#2)*
- *Some of the small groups tended to spend a disproportionate amount of time on Q#1 in the answer sheet. It might be useful to give participants suggestions on the amount of time they should spend on each question.*
- *Participants tended to lapse into arguments over the meaning of words.*
- *The fact that the workshop had a mix of participants from both librarianship and I and R led to some competitiveness in the discussion. At times, this drew attention away from the purpose of establishing a collective picture. (#1)*

WHAT WENT WELL?[a]

- *The participants really seemed to like the questions and went about answering them without hesitation.*
- *The module proved to be an involving and non-threatening introduction which yielded the expected emphasis on information, demography, and institutional viewpoints.*
- *An appropriate way to start the training. The resulting interaction allowed participants to learn each other's orientations and gave them a standard against which to measure workshop progress.*
- *A gentle introduction.*
- *The portraits which emerged from the different small groups gave the same picture of where we are now.*
- *The small group discussions seemed to yield equal participation by all members.*
- *The discussions comparing libraries with I and R agencies were useful because they showed the commonness of the systems and allowed participants to remove themselves from the particularities of their own organizations. (#1)*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. When a theme applied to only one of the test situations, this is indicated in parentheses (e.g. #1 or #2). There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-53

Comments from observer evaluations of the Test #1 and Test #2 use of Module #2, THE COLLECTIVE CLIENT.

WHAT WENT WRONG?[a]

- * *Participants need detailed instruction on how to fill out the YOUR ESTIMATES sheet. They were confused over point of view. Needed more emphasis on these instructions in particular: a) you are to make estimates of the general population (not your own clients-patrons); b) you are to make these estimates in terms of how you think general population citizens see themselves. For some participants, this required a definition of what "general population" means.*
- * *Some participants were concerned over the use of the word client in the module title. In librarianship, the common word is patron. This needed some explanation.*
- * *Some participants would have been helped in making their computations on the WORKSHEET if we had had some hand calculators available.*
- * *Some of the items on the YOUR ESTIMATES sheet required more explanation than the brief descriptions on the handout. The fact that the leaders were thoroughly familiar with the Phase I report was essential.*
- * *The DISCUSSION SHEET was difficult for the participants to use in their small groups. It probably needs to be simplified. Five questions is too many and resulted in participants swimming all over the place.*
- * *Question #1 on the DISCUSSION SHEET probably needs revision. It had several problems: a) it led to participants evaluating themselves competitively; b) it led to participants spending too much time trying to find similarities in their responses. The question is an important part of the module, however, so what's probably needed is revision, not deletion. In addition, the participants need some guidance in how to go about collating their individual data points.*
- * *Some participants felt more time was needed in the small group discussion than was allowed.*
- * *The module yielded the expected spattering of hostile reactions: "How are we supposed to know these things, they aren't our job? The evidence isn't any good." These reactions were controlled by the knowledgeable leaders. It might be a good idea to have a leader in each group for at least part of the time.*

WHAT WENT WELL?[a]

- * *Most of the problems that came up were expected. It's a difficult module but the resulting discussion was excellent. The module had the intended shock effect and led to a great deal of introspection. There was surprisingly little difficulty considering that the module is the first introduction to client-in-situation concepts.*
- * *The key idea emerged clearly from the discussion -- the need to help clients make personal sense.*
- * *Participants had relatively little difficulty doing their computations on the WORKSHEETS.*

(continued)

Table 4-53 (continued)

* *Some of the participants said certain client-in-situation attributes on the YOUR ESTIMATES sheet were not appropriate for information practitioners to deal with. Other participants spontaneously gave convincing counter-arguments.*
* *Having a mix of participants from both libraries and I and R agencies was useful. Because of their differing client orientations, they got a better idea of how their own individual orientations may be limiting. (#1)*
* *While there was some competition generated by the individual estimates (e.g. who did better?), the result was more good than bad.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. When a theme applied to only one of the test situations, this is indicated in parentheses (e.g. #1 or #2). There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-54

Comments from observer evaluations of the Test #1 and Test #2 use of Module #3, WHAT YOU NEED TO KNOW.

WHAT WENT WRONG?[a]

- *The A-1 and A-2 PACKETS may be unnecessarily long. The same purpose might be served with only two case studies in each.*
- *The DISCUSSION SHEET has too many questions on it, presented too pedantically. It could be shortened. Or, it could be introduced with one guiding question that brings the other questions into a whole. At the least, participants needed reminding that the discussion questions are a guide. In this way, participants won't spend too much time on the first question.*
- *Groups had a hard time sticking to the comparison of the two packets and needed reminding.*
- *In Q#4 and #5 on the DISCUSSION SHEET, the words "predict" and "expectations" were confusing because of the multiple meanings that emerged. These may need some explanation in advance.*
- *Some participants had a great deal of difficulty coping with the notion that demographic descriptors are not used in the client-practitioner interaction.*

WHAT WENT WELL?[a]

- *The module brought out the expected points and served as an incrementally important step.*
- *The two versions of the PACKETS provided excellent starting points. Participants were able to relate to them within their own experiences. Some had had similar clients.*
- *Most of the participants were able to accept the notion that client-in-situation descriptors are more useful than demographic descriptors.*
- *In the small group discussions, those groups that abandoned their attempt to take each question on the DISCUSSION SHEET one by one and used the questions as guides had exciting discussions.*
- *Despite the fact that some participants had trouble with the words "predict" and "expectations", the confusion in meanings led to an excellent discussion of using here-and-now descriptors of clients versus using across time-space descriptors and stereotypes.*
- *Some participants charged that the situational descriptors were "emotional" and this led to a useful discussion of the artificial polarization of "objective" versus "emotional" and the idea that the word "emotional" is an outsider's label.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-55

Comments from observer evaluations of the Test #1 and Test #2 use of Module #4, THE TIME LINE GAME.

WHAT WENT WRONG?[a]

- *Because the game is a complex one, the leaders need to do as much preparation in advance as possible. In particular, the permanent resource necklaces need to be ready. The fact that they weren't held up things.*
- *As participants moved through the game, the one desk which really backed up was the SITUATION CONTROL desk. It could use two people. The resource desks, on the other hand, could be managed with one supervisor per two resources.*
- *Participants had the most difficulty with the notion of a permanent versus temporary resources. This needs careful explanation. In particular, participants were confused about when they are allowed to change resources.*
- *It was unexpected but the participants did not stay in line to fill in their log sheets. This meant they used the chairs scattered around the outside of the room. Other leaders will want to have these chairs available.*
- *Participants wanted to record which of their two resources they used at a particular time line step. A revision of the log sheet could add a column for this.*
- *The game focus of the module led to a sense of competitiveness and, in some cases, a focus on winning. This detracted somewhat from the purpose of walking in "client's shoes." The high degree of involvement also detracted from participants paying attention to the finer points of the situation descriptions. Depending on their purposes, other leaders might want to devote more time to the module and give participants a handout with all the situation cards on it.*

WHAT WENT WELL?[a]

- *The exercise more than served its expected purposes and made immediate intuitive sense to the participants. It was highly involving; participants were very enthusiastic.*
- *Despite the complexity of the game, the directions were clear and the procedures for the game worked well.*
- *Most of the things that were frustrating about the game were part of its structure. The frustrations, delays, shifts in situation types, and accidental happenings may have been irritating to participants in the short run. In their small group discussions, however, the participants made many excellent comments about the similarities of the game to real life situation-facing.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-56

Comments from observer evaluations of the Test #1 and Test #2 use of Module #5, AN AGENDA FOR CHANGE.

WHAT WENT WRONG?[a]

* *For most participants, this was too much, too soon, with too little time. It was a lot of material to cover compounded with the necessity of critically evaluating self on the ATTRIBUTES OF CLIENTS-IN-SITUATIONS CHECKLIST. If possible, it would be better to do this module in small pieces allowing for time in between for the ideas and thoughts to sink in.*
* *There was some of the expected negative reaction to "theory".*
* *Participants found the self-ratings difficult to do. More instruction would help.*
* *Some participants suggested that the self-study instructions be changed so that participants read both the checklist and synopsis and then do their self-ratings on the checklist.*
* *Some participants found it difficult to deal with both aspects of the self-ratings at one time. They felt it would have been easier to rate themselves on experience or ability but not both.*

WHAT WENT WELL?[a]

* *The module served the purpose of getting across a lot of concepts and vocabulary in a relatively brief period of time.*
* *Despite the overload and the resistance to theory, a substantial number of participants found the module activities exciting and made a special point of saying so.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-57

Comments from observer evaluations of the Test #1 and Test #2 use of Module #6, THE COMMUNICATION ACCIDENT COMPANY.

WHAT WENT WRONG?[a]

- * *Waiting for all participants to finish checking off their accidents on the COMMUNICATION ACCIDENT SHEET is tedious, particularly if the schedule is tight. It would be possible to hand out all the module handouts at one time allowing participants to work at their own speeds.*
- * *Since this brief module is only an introduction to the idea of communication accidents, it is difficult to evaluate possible negative points. The idea is so appealing that participants may treat it too lightly.*

WHAT WENT WELL?[a]

- * *This was good timing for this module. The participants needed a lift after the difficult concepts of Module #5. They caught onto the accident concept quickly and intuitively.*
- * *Participants enjoyed the accident list and spontaneously conveyed the appropriateness of the examples on it to their own experience.*
- * *The module served well the purpose of getting participants to begin to observe communication behaviors in a non-threatening and non-accusation-calling way.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-58

Comments from observer evaluations of the Test #1 and Test #2 use of Module #7, INFORMING IN ACTION.

WHAT WENT WRONG?[a]

- *The participants were supposed to pass the task of recording the guesser-knower exchanges along to each other. This was overload. The following solution worked: a leader moves around tapping each participant's shoulder as it becomes his/her turn to record.*
- *The definitions of the words given to the knowers could be more complete and example sentences in which the words could be used would be helpful. Because the knowers had so little information on the word to go on, they occasionally led their guessers astray. This problem can never be solved, of course, as there is not just one informing process going on (that of the guesser), there are two (that of the knower as well).*
- *The knower-guesser exchange can be tedious. It needs a lot of leader intervention to go well.*
- *In the de-briefing of the guesser, two questions are asked: "Why did you ask that?" and "How did it help?" Guessers are able to answer the "why" question because they know where they started. They are unable to answer the "how" question because they do not know where they are going.*
- *It might be possible to get enough material for the guesser debriefing and still eliminate some of the tedium of the knower-guesser exchanges by cutting the exchanges when they seem to be stuck or reptitive. It may be, however, that the guesser would resent this intrusion.*
- *Some participants were concerned that the game was rigged into order to make points. Other participants spontaneously argued that it wasn't.*
- *In the discussion, some participants belabored the notion that another "knower" would have given better answers if another "guesser" would have asked better questions. The leaders intervened and used this as a basis for pointing out that the "perfect message" orientation runs counter to the whole concept of client-in-situation.*

WHAT WENT WELL?[a]

- *The module was very involving, paced well, and made its points clearly.*
- *It was a good way of teaching something that is basically theoretical and would be difficult to grasp otherwise.*
- *The module yielded the expected outcome in which the guesser's reasons for asking questions are oriented toward the need for making internal sense rather than the assumed need of acquiring objective information.*
- *The knower-guesser exchange was extremely productive, particularly the guesser de-briefing process. It was so productive, in fact, that some leaders may want to expand the module to focus on the knower's informing processes as well as the guesser's informing.*

(continued)

Table 4-58 (continued)

- * *There is a need in the module for reminding participants that there is no "perfect" way of being a guesser or a knower because both the guesser's and knower's internal sense is unknown to the other. The module would provide an excellent practice basis, however, for improving one's ability at asking questions for making internal sense. This would be an extension of the current purpose.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-59

Comments from observer evaluations of the Test #1 and Test #2 use of Module #8, THE BEST BOOK.

WHAT WENT WRONG?[a]

- *Participants should be reminded that they are to exchange forms during the interviewing process so that each interviewer has his/her partner's form.*
- *In discussion, some participants get involved in describing their books rather than the utilities they gained from them. This led to some emphasis on the idea that a given book has only a given meaning. This was easily dispelled but leaders need to be aware that there is a tendency for this to happen. Participants from the field of librarianship were particularly prone to do this.*

WHAT WENT WELL?[a]

- *The module had impact. It illustrated the intended points, it was involving, it provided a good change of pace.*
- *The interviewing process worked well. The resulting newsprint sheets were excellent.*
- *The results provide good evidence for later modules. Participants saw that if even they (trained information practitioners) evaluated books in terms of how they help them make personal sense, then citizens certainly evaluate information received in the same frame.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-60

Comments from observer evaluations of the Test #1 and Test #2 use of Module #9, THE CLIENT ALWAYS WINS.

WHAT WENT WRONG?[a]

* *Some participants saw the role playing cases as unrealistic. Other participants were quick to say "no" and cited examples of their own.*
* *The role-players need to be careful about their role-playing. When the "acting" does not match the script, it throws the participants off.*
* *The participants were upset, of course, that they overwhelmingly judged the interchanges as helpful when actually the clients were not helped. This produced some expected negative reactions.*
* *Some participants got hung up on how the interchange should be handled -- "if it had been me, I would have done it right."*

WHAT WENT WELL?[a]

* *It's important for the participants to know that most of them judged the interchanges as helpful. Users of the module should add a step in which they get a show of hands on each case of how many judged the case as one in which the client was helped.*
* *The module provides the expected shock when the participants discovered that their assessments were not accurate. The resulting discussion proved a breakthrough for many of the participants.*
* *The small group discussions were excellent. Participants were able to articulate their own doubts and uncertainties about their current approaches and begin to see themselves using the alternatives suggested by the client-in-situation approach. It was obvious that many participants were becoming very introspective.*
* *The cases were accepted as realistic by most of the participants.*
* *The cases served as a vehicle for many participants to make numerous connections between modules and between the training and their own experiences.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-61

Comments from observer evaluations of the Test #1 and Test #2 use of Module #10, INFORMING FOR MOVEMENT.

WHAT WENT WRONG?[a]

- *Some participants found it hard to generate questions, but they obviously saw the exercise as useful practice.*
- *This module needs a lot of leader direction to keep it going. An alternative plan would be to divide participants into 5 groups, one for each situation type, and give 2-3 minutes for each group to brainstorm questions. The questions could then be shared with the large group.*
- *The transfer from questions in situation types to THE THINGS PEOPLE TRIED TO FIND OUT is not explicit enough in the module. The leaders had to provide the connection between the category scheme for things people tried to find out and the situation types.*

WHAT WENT WELL?[a]

- *The module certainly increased facility with the situation type idea.*
- *The concept of situation types was well accepted by the participants.*
- *After some initial difficulty in generating questions out of situation types, the participants got the idea and came up with questions faster and faster.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-62

Comments from observer evaluations of the Test #1 and Test #2 use of Module #11, SITUATION-FACING IN REVIEW.

WHAT WENT WRONG?[a]

* *Some participants had difficulty abstracting "learnings" from this module.*

WHAT WENT WELL?[a]

* *Using their own situations/problems, instead of module-supplied situations--applying situation-facing concepts to themselves--resulted in signs that the situation-facing concepts were being internalized.*
* *Participants could place themselves in the situations of their clients.*
* *The SITUATION-FACING WORKSHEET and SITUATION-FACING MATRIX worked well for homework without direct leader supervision. (#2)*
* *The "learnings" that participants reported showed that the module was effective as a review. The "learnings" of each helped the other participants to make sense of the training and prepared for the use of FORGET-ME-KNOTS in Module #12.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. When a theme is applied to only one of the test situations, this is indicated in parentheses (e.g. #1 or #2). There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-63

Comments from observer evaluations of the Test #1 and Test #2 use of Module #12, FORGET-ME-KNOTS.

WHAT WENT WRONG?[a]
* *Explanations need to be more deliberate and clear; some people were confused about what to do.* * *It is difficult to abstract specific learnings from concrete incidents, although, when given an explanation and an example, they did well.* * *Some participants resisted; they felt put upon by having to come up with something right away.*

WHAT WENT WELL?[a]
* *The module produced good FORGET-ME-KNOT "slogans."* * *Participants seemed to like the idea of composing their own reminders.* * *A useful tool for their own informing.* * *The resulting discussion was of particularly high quality.* * *Participants are convinced that what they have learned here is valuable.*

[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-64

Comments from observer evaluations of the Test #1 and Test #2 use of Module #13, ACCIDENT PREVENTION.

WHAT WENT WRONG?[a]

* *The DISCUSSION GUIDE is too complex for group reporting; it should be simplified.*
* *The word "generic" on the DISCUSSION GUIDE confused participants; either the term should be explained or another term should be used.*
* *Small group reporting is too unwieldy in this long module. Using the "round robin" technique, each group reporting only one generic type, worked better than full group reports. (#2)*

WHAT WENT WELL?[a]

* *Some participants found accidents in which they have been the "other party." They learned things not to do when others were trying to communicate.*
* *"Accidents" are fun.*
* *Participants liked the module because it gave them a chance to pull together workshop concepts.*
* *The newsprint reports from small groups were so explicit that no oral reports to the large group were needed. (#1)*
* *Participants said that they were able to see how they could take charge more in their communicating and were appalled at how few methods they had for preventing or correcting communication accidents. They felt the need for facility in using communication tools, for developing a repertoire.*
* *The module works well as a review and as an introduction to Module #14.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. When a theme is applied to only one of the test situations, this is indicated in parentheses (e.g. #1 or #2). There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-65

Comments from observer evaluations of the Test #2 use of Module #14, TWO WAY RE-DO.

WHAT WENT WRONG?[a]

- *Participants had difficulty focusing on communication behaviors; they wanted to focus on the content of the exercise, i.e. the drawing.*
- *Participants were nervous in the second round and did not like being interrupted and told to use a particular tactic. The leaders were required to explain several times why it's so hard. This negative impact had positive aspects because it prepared them for Module #16.*

WHAT WENT WELL?[a]

- *Participants became aware of how their behavior must change if they are to become more effective as communicators.*
- *The module was excellent at showing the difficulty of exerting control over one's own communication.*
- *Participants came to see how useful "stopping" could be as a communication tool.*
- *This exercise was very involving and certainly served its purpose of trying out planned communication behaviors and demonstrating their effects.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #2. The module was not used in Test #1. There were 3 observers for Test #2. See Chapter IV for details.

Table 4-66

Comments from observer evaluations of the Test #1 and Test #2 use of Module #15, FLAG GAME.

WHAT WENT WRONG?[a]

- *Participants seemed uncertain about the flagging concept. More clarification might be helpful.*
- *The topic assigned for discussion was too heavy or too personal. Participants had difficulty concentrating on both the discussion and flagging. It might help if a "lighter" topic was assigned or if participants were allowed to select their own.*
- *Due to the variety of backgrounds of the participants, some participants found it difficult to relate to the subject matter of the discussion. It would be helpful to have a topic which everyone could relate to. (#1)*
- *Participants felt they did not have enough time for discussion.*
- *Some participants forgot to flag. It might help if one participant was designated as the "referee" to remind participants to flag.*

WHAT WENT WELL?[a]

- *Participants found the idea of flagging attractive. They spontaneously saw its applications and implications.*
- *The participants appeared to have few problems with practicing flagging. Most of them took to it readily.*
- *Some of the participants were able to assimilate and articulate some important learnings from the module. The module achieved what was intended.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. When a theme applied to only one of the test situations, this is indicated in parenthesis (e.g. #1 or #2). There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-67

Comments from observer evaluations of the Test #1 and Test #2 use of Module #16, COMMUNICATIONS ISOMETRICS.

WHAT WENT WRONG?[a]

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* *The artifical nature of the attending exercise was evident when the card instructions were inappropriate to the listener's situation (e.g., when the listener was actually quite interested in the teller's presentation yet received the card instruction to "pay less attention").*

* *Attending was difficult to control in situations where the listener was not involved in what the teller was saying. However, this is true in real life as well.*

* *The length of time between whistles in the attending exercise might be shortened to more closely approximate the rapid shifts of attention in real life.*

* *The card-instructed responses to being stopped were viewed by many participants as being unrealistic.*

* *In the initial part of the exercises, the degree of unreality made it difficult for the participants to get started.*

* *Repeated use of the whistle as a signal for a variety of different behaviors seemed confusing to some participants. Leaders might try some other signaling devices (bells, gongs, etc.).*

* *If the different sets of cards used in the exercises of this module had been color coded, it would have helped in the sorting and refiling for future use of materials.*

* *The constant use by tellers of troublesome personal situations got on participants' nerves. Leaders might try having participants tell about personal situations that weren't troublesome, or situations that weren't particularly "personal."*

* *Good pullouts concerning consequences and conditions were hard to obtain from the exercises; most of the comments dealt with personal growth. Perhaps more or longer practice sessions would be helpful.*

WHAT WENT WELL?[a]

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* *Attending exercise worked well to bring out desired points.*

* *Artificiality of attending exercise brought home to tellers a relevant and unanticipated point: How vitally important the listener's attention, as shown by non-verbal cues such as eye contact, is to the continuity and sense in the speaker's own mind of what the speaker is trying to say.*

* *The stopping exercise demonstrated the utility of stopping as a communication tactic. It was also found to be a good technique for tracking the direction of a conversation. The value of strategic stopping was clearly recognized.*

* *The exercise concerning responding to stopping showed the participants the value of rethinking what was just said in order to correct appropriately.*

(continued)

Table 4-67 (continued)

- *In spite of initial impressions concerning a lack of realism of situational cues, the real picture of what is going on in the communication interaction emerged for the participants.*
- *Once the tellers got going, they had no difficulty continuing for the required amount of time.*
- *Participants obviously got better at communication control, and became more flexible in selecting communication tactics as the module continued. In addition, they were aware of this improvement.*
- *Overall, the module created a thorough awareness of the real nature of the communication transaction. The exercises served their purposes well.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-68

Comments from observer evaluations of the Test #2 use of Module #17, REPERTOIRE REVIEW.

WHAT WENT WRONG?[a]

- *The communication accidents used for illustration were not well chosen. They were not microscopic enough to serve the purpose of the module. It might help if some practitioner accidents were composed in advance for use in the module.*
- *Some participants seemed unable to think of communication accidents in terms of "conditions" and "consequences." A substantial introduction might help to provide an orientation.*

WHAT WENT WELL?[a]

- *The module does involve many participants in informing themselves about conditions and consequences of communication accidents.*
- *Skits were lively and inventive. They did illustrate how optional behaviors can be drawn upon for preventing communication accidents and alleviating their consequences.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #2. The module was not used in Test #1. There were 3 observers for Test #2. See Chapter IV for details.

Table 4-69

Comments from observer evaluations of the Test #1 and Test #2 use of Module #18, TRACKING THE TRANSACTION.

WHAT WENT WRONG?[a]

- *Some participants indicated their inability to role play while others took quite some time to get "warmed-up" for role playing. It might help if some examples of role-playing indicating the use of such communication tactics as stopping, repeating etc. could be provided as an orientation to participants before they start the exercise. This might help the participants and reduce "warm-up" time.*
- *Some participants indicated that the questions on the ANSWER SHEET were difficult and took quite a while to get through. The participants might need more clarification on terms used in those questions.*
- *Timing was off. It means that control should be exercised throughout module application to prevent running overtime, or more time should be provided for the module.*
- *The participants didn't seem to have enough time for discussion. They might prefer to explore the issue further.*

WHAT WENT WELL?[a]

- *Participants seemed really tuned in to communication behaviors.*
- *Overall, participants had developed faith in the value of the exercises across modules so by now they followed instructions faithfully and became very involved in the exchanges.*
- *Effective reviews came spontaneously from discussion by individual participants. Some of the participants were even able to come up with alternative skills that might improve communication. They seemed to be on the verge of developing a communication repertoire.*
- *Participants were not only able to detect when and what things were not going well during a client-practitioner interchange, they were also able to draw out multiple implications from the module.*
- *This module provided an excellent summarizing and coalescing exercise for previous modules.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-70

Comments from observer evaluations of the Test #2 use of Module #19, BARRIER BUSTING.

WHAT WENT WRONG?[a]

* *There were some confusion in the instruction as to whether management was allowed to be client-oriented. The structure of the game requires that management be normative.*
* *Clearer rules should be devised for stops/interventions.*
* *Participants were unable to link ideas to barriers identified by other groups. It might help if participants were better oriented as to how to make the connections.*

WHAT WENT WELL?[a]

* *Module was extremely productive. Group role playing was entertaining and provided useful introduction to barriers.*
* *The things individuals said they could do immediately to implement the client-in-situation approach provided a good review of learnings gained from training and personal commitments.*
* *The discussion that followed the role playing brought out some simple, direct ways of overcoming present barriers.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #2. The module was not used in Test #1. There were 3 observers for Test #2. See Chapter IV for details.

Table 4-71

Comments from observer evaluations of the Test #1 and Test #2 use of Module #20, SYSTEM ACCOUNTABILITY.

WHAT WENT WRONG?[a]

- *Participants viewed this module as dealing with a threatening issue. A great deal of support on the part of workshop leaders was required to facilitate entry into this module, and to reduce the initial apprehension of participants.*
- *The module presented too big a conceptual leap.*
- *A more complete introduction with an extensive review of relevant outcomes from previous modules would be helpful in leading participants into this module, reducing their apprehensions about changing the system, and assisting them to make the conceptual leap.*
- *A mini-lecture concerning funding sources and who controls those sources might be helpful at the beginning of this module.*
- *This module requires a longer period of time to take full advantage of the module's potential richness. Could be powerful as a day long module with planning for change, and a preparatory workshop focusing on approaches to change.*

WHAT WENT WELL?[a]

- *Participants gave an extensive and detailed coverage of present accountability measures, and came up with excellent alternative measures.*
- *Some of the innovative measures which were developed demonstrated that measures can be changed without radical system change.*
- *The full utilization of the client-in-situation approach demonstrated how thoroughly participants had internalized the need for measures oriented toward the client-in-situation.*
- *Participants viewed this module as very rich and important to them.*

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[a] Each bulleted item is a major thought that emerged from the observer evaluations in Test #1 and/or Test #2. For this module, the thoughts applied to both test situations. There were 8 observers for Test #1; 3 for Test #2. See Chapter IV for details.

Table 4-72

Record of the timing of the steps in the modules for the two tests.

MODULE	SOURCE[a]	MINUTES IN EACH STEP[b]										TOTAL MINUTES
		1	2	3	4	5	6	7	8	9	10	
1	Estimated	10	20	05	20	-	-	-	-	-	-	55
	Test 1	12	33	04	19	-	-	-	-	-	-	68
	Test 2	09	35	05	03	-	-	-	-	-	-	52
2	Estimated	10	10	05	20	15	05	10	-	-	-	75
	Test 1	10	10	02	33	(27......)			-	-	-	82
	Test 2	09	10	03	20	(10..)		02	-	-	-	54
3	Estimated	15	20	35	-	-	-	-	-	-	-	70
	Test 1	26	33	28	-	-	-	-	-	-	-	87
	Test 2	21	27	25	-	-	-	-	-	-	-	73
4	Estimated	05	05	05	05	05	60	15	20	-	-	120
	Test 1	20	03	02	01	10	40	37	24	-	-	137
	Test 2	(27..............)					35	26	19	-	-	107
5	Estimated	120	30	13	13	04	-	-	-	-	-	180
	Test 1	100	40	(20......)			-	-	-	-	-	160
	Test 2	120	39	(24......)			-	-	-	-	-	183
6	Estimated	05	10	05	-	-	-	-	-	-	-	20
	Test 1	02	06	04	-	-	-	-	-	-	-	12
	Test 2	(09......)			-	-	-	-	-	-	-	09
7	Estimated	05	05	10	10	15	15	20	-	-	-	80
	Test 1	(04..)		11	08	32	21	*	-	-	-	76
	Test 2	(07..)		06	06	26	15	*	-	-	-	60
8	Estimated	10	05	10	05	05	10	-	-	-	-	45
	Test 1	07	03	20	(06..)		01	-	-	-	-	37
	Test 2	10	05	10	(21..)		06	-	-	-	-	52
9	Estimated	05	15	20	20	-	-	-	-	-	-	60
	Test 1	02	15	29	33	-	-	-	-	-	-	79
	Test 2	(14..)		21	16	-	-	-	-	-	-	51
10	Estimated	05	10	15	03	10	03	14	-	-	-	60
	Test 1	05	05	05	*	11	03	09	-	-	-	38
	Test 2	04	(19..........)				08	*	-	-	-	31
11	Estimated	15	20	10	10	-	-	-	-	-	-	55
	Test 1	10	17	07	09	-	-	-	-	-	-	43
	Test 2	15	20	(09..)		-	-	-	-	-	-	44

(continued)

Table 4-72 (continued)

MODULE	SOURCE[a]	MINUTES IN EACH STEP[b]										TOTAL MINUTES
		1	2	3	4	5	6	7	8	9	10	
12	Estimated	05	05	10	05	05	-	-	-	-	-	30
	Test 1	01	04	10	05	01	-	-	-	-	-	21
	Test 2	(03..)		09	07	01	-	-	-	-	-	20
13	Estimated	05	15	55	30	-	-	-	-	-	-	105
	Test 1	03	10	73	09	-	-	-	-	-	-	95
	Test 2	(12..)		55	19	-	-	-	-	-	-	86
14	Estimated	05	20	20	05	40	30	-	-	-	-	120
	Test 1	*	*	*	*	*	*	-	-	-	-	***
	Test 2	06	22	27	(25..)		25	-	-	-	-	105
15	Estimated	05	05	10	10	10	10	-	-	-	-	50
	Test 1	05	14	14	08	08	10	-	-	-	-	59
	Test 2	(05..)		(32..........)				-	-	-	-	37
16A	Estimated	05	30	15	15	25	-	-	-	-	-	90
	Test 1	04	*	(29......)			-	-	-	-	-	33
	Test 2	07	*	15	19	12	-	-	-	-	-	53
16B	Estimated	05	15	15	30	25	-	-	-	-	-	90
	Test 1	*	*	*	*	*	-	-	-	-	-	**
	Test 2	05	15	15	30	11	-	-	-	-	-	76
16C	Estimated	05	30	05	15	15	20	-	-	-	-	90
	Test 1	*	*	04	(17......)			-	-	-	-	21
	Test 2	05	30	05	15	15	11	-	-	-	-	81
16D	Estimated	05	05	15	15	15	15	20	-	-	-	90
	Test 1	(05..)		(17..)		*	*	15	-	-	-	37
	Test 2	04	04	12	13	*	*	12	-	-	-	45
17	Estimated	50	40	-	-	-	-	-	-	-	-	90
	Test 1	*	*	-	-	-	-	-	-	-	-	**
	Test 2	58	42	-	-	-	-	-	-	-	-	100
18	Estimated	05	05	05	10	05	05	05	10	15	25	90
	Test 1	05	15	10	10	05	20	10	10	15	25	125
	Test 2	05	05	05	10	05	05	05	10	15	38	103
19	Estimated	20	05	30	25	10	15	05	10	-	-	120
	Test 1	*	*	*	*	*	*	*	*	-	-	***
	Test 2	20	04	24	25	10	32	(09..)		-	-	124

(continued)

Table 4-72 (continued)

MODULE	SOURCE[a]	MINUTES IN EACH STEP[b]										TOTAL MINUTES
		1	2	3	4	5	6	7	8	9	10	
20	Estimated	10	05	05	20	30	-	-	-	-	-	70
	Test 1	03	04	17	40	18	-	-	-	-	-	82
	Test 2	(04......)			28	*	-	-	-	-	-	32

[a] The estimated times are the estimates projected by the module developers.

[b] Modules had varying numbers of steps, from two to ten. Underlined minutes (for example, 120) are used to indicate that the step was done as homework in Test 2, the School of Librarianship course. Parens are used to indicate total time for a number of steps that were collapsed in practice, for example (27......). An asterisk (*) indicates that the step was deleted in that test.

APPENDIX A

MODULE DEVELOPMENT WORKSHOP

Biographies of participants................................Page A-3

Preliminary module ideas distributed to attendees
at the Module Development Workshop........................ A-9

BIOGRAPHIES OF PARTICIPANTS AT THE LAKE WILDERNESS PHASE III MODULE DEVELOPMENT WORKSHOP,

MARCH 8-11, 1977

John BOWES is Assistant Professor of Communications, School of Communications, University of Washington. He has taught communications at the Universities of North Dakota and Washington and held research positions with the National Assessment of Educational Progress, Michigan State University Department of Communication, Syracuse University Newhouse School of Communication, and Science Research Associates. His interests include research on the utilities and applications of information technology to human communication and problem solving and training of communication specialists to research and satisfy citizen information needs. He has served as a consultant on all three phases of the URBAN INFO NEEDS project. His Ph.D. degree in communications research is from Michigan State University.

Tom CHILDERS is an Associate Professor in the Graduate School of Library Science, Drexel University. He has held library positions at the post library at Fort Lewis, Washington, and the Baltimore County Public Library. In addition to his teaching in librarianship, he has researched the literature on the information needs of the disadvantaged and the blue-collar worker and consulted with Baltimore County Public Library on the design of an I&R service. His interests include I&R service in public libraries and measuring the quality of information and reference service in public libraries. His Ph.D. degree in Library Service is from Rutgers University.

Brenda DERVIN is Assistant Professor of Communications, School of Communications, University of Washington. She is also Project Director and Principal Investigator for the URBAN INFO NEEDS project. She teaches courses in theory and methodology. Prior to joining the UW faculty, she was on the faculty at the School of Library Science (now Information Studies) at Syracuse University in New York. She also worked six years as a public information specialist for non-profit organizations including the Center for Consumer Affairs at the University of Wisconsin. Her research focuses on the design of communication-based information systems. She received her Ph.D. in communications research from Michigan State University.

Ann DRENNAN is an adult educator, presently with Literacy Action of Washington, D.C. Inc. Until recently, she was with the Appalachian Adult Education Center specializing in the information-finding behavior of low literate adults in rural and urban areas. Her interests include study of how to develop training programs that result in adoption of the techniques and understandings presented and the development of information services that meet the needs of the fifty per cent of adults who have reading and listening difficulties. She is a doctoral student in adult education at the University of Chicago.

Ron DUBBERLY is the City Librarian of Seattle Public Library. He has held library positions as Adult Information Specialist, Branch Librarian, and Administrative Assistant to the Director at Baltimore County Public Library and as Director of Sioux City (Iowa) Public Library. He is the President-elect and Vice-president of the Public Library Association. His interests include planning for library services that are responsive to community needs and preparation of community-based guidelines for public library service. His Masters degree in Library Science is from Florida State University.

Art FRANCE is Associate Professor of Communications, School of Communications, University of Washington. In this capacity, he teaches courses in broadcast journalism and supervises the Third World People in Communication organization. He is an expert in community media access and is currently producing a documentary of Indian life on the Swinomish Reservation in LaConner, Washington under a grant from the Washington Commission for the Humanities. He is also producing some training films for the City of Seattle as part of the implementation of a new performance evaluation system. He has a Ph.D. in educational media from the University of Massachusetts. His practitioner experience includes work as a news reporter and writer for NBC in Chicago and serving as the Director of Community Involvement for Channel 9, Seattle.

Al GRAY is a graduate student in the School of Librarianship, University of Washington, and was the Project Editor of the URBAN INFO NEEDS Phase II report. For the previous ten years, he was a research analyst in the U.S. Department of Defense. His interests include public librarianship and library automation.

Ed HALL is a doctoral candidate in the school of Communications, University of Washington, and is a research assistant for the URBAN INFO NEEDS project. He was editor of the Conference Report and Proceedings of the Conference on Communication Research Needs: Communication and Urbanization, East-West Center, Hawaii, 1973. His interests include cross-cultural communication, the cognitive aspects of receiver behavior, and the utilities of information sources as perceived by the receiver.

Ruth HAMILTON is a consultant in continuing education in librarianship, having recently retired from her position as Consultant in Continuing Education at the Washington State Library. She has held library positions at Seattle Public Library and has taught in the Graduate Library School, Pratt Institute. Her interests include membership on the National Board and on the Library Committee of the Alliance of Information and Referral Services (AIRS). She is presently teaching a course on continuing education in the School of Librarianship, University of Washington.

Verda HANSBERRY is Assistant City Librarian, Central Services, Seattle Public Library. As part of her overall responsibility for the Central Library, she is in charge of the Quick Information Center designed to handle quick reference questions for patrons. She is also active in the development of innovative services designed to help citizens with their everyday information needs. She has worked for the Seattle Public Library since 1955.

Sylvia HARLOCK is an Instructor in the Department of Rehabilitation Medicine, University of Washington. In this capacity, she teaches courses in psychiatric occupational therapy specializing in particular on the uses of communication in therapeutic and team situations. She is an expert in the use of experiential teaching methods. She is also a doctoral student in the University of Washington School of Communications with an emphasis on theory and methodology and communications research in the health arena. She has a M.S. in occupational therapy from San Jose State University. Her practitioner experience includes six years as clinician at various private psychiatric clinics.

Mary Ann HELLER is Assistant Professor of Communications, School of Communications, University of Washington where she teaches courses in broadcast writing, production, and criticism. Her research interests focus on the ascertainment of community needs for use by broadcast licensees. She has worked on a state-wide educational needs assessment project as Research Consultant to the Utah State Office of Higher Education. Currently she serves as faculty advisor to the student radio station, KCMU. Her practitioner experience also inclues 1½ years as Assistant Public Affairs and News Director for KCBS-FM, San Francisco. She served as a consultant on Phase II of the URBAN INFO NEEDS project. Her Ph.D. in communications is from the University of Utah.

Peter HIATT is the Director of the School of Librarianship, University of Washington. He has worked in public libraries in New Jersey, has taught in several library schools, and headed a multi-state continuing education program for library personnel for the Western Interstate Commission for Higher Education (WICHE). As Chairman of the Public Library Association Goal and Guidelines Committee, he is responsible for the development of community-based guidelines for public library service. His interests include continuing education and staff development for library personnel, library services to special populations (e.g. low education), life-long learning and libraries, and library education. His Ph.D. degree in Library Science is from Rutgers University.

Ken JACKSON is Associate Professor of Communications, School of Communications, University of Washington. In that capacity, he teaches courses in editorial journalism, media and society, and theory and methodology. His research focuses on audience utilization of media materials and the development of means of making media responsive to audience needs. He got his Ph.D. in communications from the University of Washington. His practitioner experience includes 12 years with the Associate Press and 2 years in public relations.

Jeff KATZER is Associate Professor in the School of Information Studies, Syracuse University. He has also been a trainer in a number of experiential workshops. His interests include research in individual information processing, research methods, and the development packaged educational materials. He served as a consultant on the first phase of the URBAN INFO NEEDS project. His Ph.D. degree in communications research is from Michigan State University.

Kathy LALLEY is a graduate student in the University of Washington School of Communications. She is also a member of the URBAN INFO NEEDS project team serving as research assistant. In this capacity, she was a co-author of the Phase II report. Her graduate studies focus on communication theory and methodology. She is currently working on her master's degree and plans to continue for a Ph.D. She received her B.A. degree from the University of Chicago in History and worked for two years as a content analysis coder for the Institute of Survey Research at the University of Michigan.

Byron MAUCK is the External Affairs Project Director of the Easter Seal Community Information System, Seattle, Washington. He has been responsible for the development of a demonstration on-line information and referral system and for the planning and development of the present microfiche system. His interests include membership on a number of community committees and boards and the obtaining of community planning information from computer-based information and referral systems.

Herb MUTSCHLER has been Director of the King County Library System since 1963. Prior to moving to Seattle, he served as a public library administrator in three different systems in Michigan. He has an M.A. in HIstory and an M.S.L.S. in Library Science, both from Western Reserve University in Cleveland. He has a special interest in providing information useful to community residents and in working cooperatively with government agencies.

Keith STAMM is Associate Professor of Communications, School of Communications, University of Washington. In that capacity, he teaches courses in communication theory and methodology and editorial journalism. His research interests focus on communication theory and methodology, citizen participation, and communication needs analysis of audiences. He is Director of the Communication Research Center and has served as a consultant on all three phases of the URBAN INFO NEEDS project. His practitioner experience was gained primarily in cooperative extension. He served as the Extension Editor for the Alaska Cooperative Extension Service and received his Ph.D. in mass communication from the University of Wisconsin-Madison.

Bob TAYLOR is Dean of the School of Information Studies, Syracuse University, where he teaches courses in information needs of society and the information environment. He has been Director of the Center for the Information Sciences, Lehigh University, and of the Library Center, Hampshire College. He was Project Director of Studies in the Methodology of Measuring Information Requirements and Use Patterns (NSF) and Principal Investigator for Studies in the Man-System Interface in Libraries (AF-AFOSR). His interests focus on making libraries relevant to users and on broadening the areas for application of librarianship.

Mollie TREMAINE is Administrator of United Way Information & Referral, Seattle, Washington. She has been the Coordinator of the East Valley Good Neighbor Center (a rural multi-service center in South King County, Washington) and Interim Director of Puget Sound Big Sisters. Her interests include adult training of I & R practitioners, volunteer training and coordination, rural information gathering, and data storage and retrieval systems.

Josephine YUNG is a doctoral student in Higher Education at the University of Washington and is the project assistant for the URBAN INFO NEEDS project. Her graduate study focuses on teacher training and bilingual education. Her interests include the development of training programs for bilingual teachers.

Doug ZWEIZIG is Assistant Professor of Librarianship, School of Librarianship, University of Washington. He is also Assistant Investigator of the URBAN INFO NEEDS project. He has taught in the School of Library Science (now Information Studies), Syracuse University, and the Community Information Services program, University of Toledo. His interests include the management of information services that are responsive to community needs, study of library users, and the training of more responsive information practitioners. His Ph.D. degree in Information Transfer is from the School of Library Science, Syracuse University.

PRELIMINARY MODULE IDEAS (brainstormed by Dervin, Zweizig 2/28/77)

PROPOSITIONS: situation facing, including information-seeking, are situationally-bound and situationally-assessed and change as time-space changes.

MODULE IDEA: THE TIME LINE GAME. This game would be patterned after board games such as Monopoly and Parcheesi although in this case the entire room would be the board. The players would draw situation cards and movement cards. For example, a given player might draw a decision-card, proceed to collect objective information for decisioning, and then draw a card that says the information didn't help. The player would then go back to GO and, perhaps, draw a card sending him to problematic plateau or worry wall. The game would illustrate most of the major concepts of the client-in-situation approach: the idea of alternative routes, the idea that information is that which informs, the idea that winning doesn't necessarily mean having a solution, the idea that information seeking is a detour. The purpose will be to provide a dramatic sense of the client-in-situation concepts and, in particular, the embeddedness of situation-facing in time-space.

PROPOSITIONS: informing behaviors arise out of unique situations...the utility of information is judged from the perspective of an individual's movement state...information is that which informs...information is where you find it.

MODULE IDEA: THE INFORMATION EXERCISE. Participants would describe 2-3 troublesome situations they have faced. They would list the "things" they tried to find out, learn, or come to understand. They would indicate for each "thing" whether they were successful in finding it and whether it was helpful or not. They would indicate how they went about finding each thing. In guided small group discussion, they would then develop a collective portrait of information types and information utilities. In addition, they would collate their various "hows." The purpose of this exercise is to have participants take their own client roles and to develop an understanding of client-in-situation concepts relating to information by analyzing their own informing behaviors.

PROPOSITION: the control of a client's situation is with the client.

MODULE IDEA: THE CLIENT ALWAYS WINS. A series of blind role-playing exercises in which the practitioner role fits the practitioner expectations as determined by Phase II. Each practitioner role will be paired with a unique client-in-situation who by virtue of the uniqueness does not fit the a priori practitioner expectation. At the end of each interchange, the client will indicate how the interchange was helpful to him and what he will do. The practitioner will estimate these dimensions for the client. A comparison will be made. The purpose of this module is to illustrate the power the client has to determine his own situation and how accurate understanding of the client-in-unique-situation is necessary if the practitioner is to be helpful.

PROPOSITION: Individual communication/information behaviors cannot be predicted on the basis of across time-space attributes or on the basis of normative descriptions of typical situations.

MODULE IDEA: THE PREDICTION GAME #1. Participants will be given a handout to be filled in individually. At the head of each page in the handout will be listed a situation described much as it would be in a standard topic focus categorization (e.g. received eviction notice, must move, no savings). Down the side of each page will be a series of descriptions of clients described with across time-space attributes. Across the top of each page will be a series of questions for which the participant is to predict answers. Example questions include: What questions will this client ask? What will the client try to do in this situation? How can the practitioner be helpful? How will the client assess whether the practitioner has been helpful? After filling in the handout individually, the participants will go into small groups. Each participant will read the responses for the first client to the group without comment from the other members. Then for the second client, and so on. After the participants in the group have heard each of the responses of the others, they will be asked to discuss the results. How well could predictions be made on the basis of the client attributes or situation descriptions given? What seems to account for differences in predictions across participants? What alternative client or situation characteristics would have been more helpful? What seemed to limit the helpfulness of the characteristics given? The purpose of the module would be primarily to create awareness of the limitations of the across time-space and normative approaches.

MODULE IDEA: THE PREDICTION GAME #2. Each participant is given a client situation described in terms of topic foci. Each participant is then given a multi-page handout. On each page of the handout is listed one two-valued attribute (e.g. old/young, male/female, rich/poor). Participants are asked on each page to indicate what they would do differently (e.g. what different questions would you ask, what different information would you provide, etc.) for a client who was old and a client who was young, etc. for each attribute pair. After the participant had responded to each page (approximately ten pages of attributes), the participant will then be given a client description in terms of the same attributes in groups (e.g. an old male who is rich). The participant will then be asked to review the responses on the attribute sheets and to determine what he would do for the particular client in the multiple-attribute description. Discussion will center around the impossibility of planning information services based on across time-space attributes. The purpose of the module would be to create awareness resulting from the frustration of the task.

PROPOSITIONS: the implementation of the client-in-situation approach involves the practitioner getting an accurate and sufficient picture of the client-in-situation...this involves the practitioner using communication as tools for helpful intervention...this involves practitioner control of self, not control of client.

MODULE IDEA: TWO-WAY REDO. This is a revised version of the well-known one-way-two-way exercise. In this version, a communicator will be chosen to describe a drawing which only he sees. The audience members may ask questions. At the end of the description assessments of perceived and actual accuracy will be taken as well as measures of satisfaction. In the redo, a new communicator will be chosen to describe a new, but comparable, object. Prior to the redo, all participants will brainstorm what communication tactics they could use to increase speed, accuracy, satisfaction, and other utilities. The purpose of the game is to illustrate the purposive use of alternative communication behaviors to meet alternative situational objectives.

MODULE IDEA: TACTICAL PRACTICE. In this exercise, each participant will be given a handout. On each page of the handout at the top will be one beginning articulation from a client. Each participant will then be asked to generate a series of different alternative responses for each client articulation. For example: they will be asked to ask a question, make a statement, express an opinion, listen more closely, interrupt in the middle of the articulation, check on something. They will also be asked to indicate which of the behaviors they feel they would choose and why. In small groups, participants will compare and discuss their responses. The purpose of the exercise is to more systematically introduce alternative tactics and to provide some beginning experience in their use.

MODULE IDEA: BRANCHING PROGRAM. In this exercise, each participant will be given a self-instructional program. The program will include a series of articulations by clients. Each articulation will have a number of branches. Thus, the participant will be asked to select amongst alternative tactics which then lead to new articulation by the client. The purpose of the exercise is to give the participants practice in selecting alternative tactics and dealing with the consequences of their use.

MODULE IDEA: PICTURING. Participants will be given a self-instruction booklet on Carter's picturing language. They will be involved in practice using pictures. They will use picturing to draw their own pictures of a series of client articulation statements. They will also indicate where there are gaps in their pictures and how they might tactically fill these gaps. Responses will be compared across participants in small groups. The purpose of the exercise is to provide participants with a tool they can use to "get the client's idea," with practice in using that tool, and with some beginning awareness of how tactics can be used to make personal sense.

APPENDIX B

THE LAKE WILDERNESS MODULE DEVELOPMENT WORKSHOP PROPOSITIONS

The Propositions

Participants at the Lake Wilderness Module Development Conference were asked to suggest propositions or fundamental learnings, derived from the Phase I and Phase II Reports, which could serve as a basis for training modules. Below is a complete list of the Propositions generated by the participants at that conference.

- *Practitioners need to recognize, and accept as "informing," behaviors that can be called "non-rational" but which allow clients to make personal sense.* Additionally, it is important to recognize the limitations of a problem solving, or decisioning, approach which assumes that the client will use rational behaviors and to avoid the imposition of such an approach when the client is not trying to make a decision; i.e., trying to cope with a problem rather than trying to solve it.

- *Practitioners need to learn to help resolve situations by means other than INFORMATION$_1$ transfer.* The practitioner needs to be able to help the client find resolutions in each of the decision, problem, worry, and comprehending states.

- *Practitioners need to internalize the client-in-situation approach.* They need to build the ability to recognize the client's state and to identify the skills which could help the client-in-situation. Practitioners must be aware that the client is always in control.

- *Practitioners need to realize that during the contact period the client is an active agent, not simply an object being acted upon.* The practitioner should avoid making assumptions concerning the uses that the client should make of the institution's product. The client may have uses for information or services which are unique and which are not the uses the practitioner intended.

- *Practitioners need to be aware of the expanded universe which the client-in-situation approach assumes.* Elements of this expanded universe include different frames of reference, alternative strategies for dealing with unique clients, increased vocabulary, and alternative measures of self-evaluation.

- *Practitioners need to be "untrained" from a "normative" prescriptive client communication strategy and sensitized to one which allows clients to express themselves and articulate their situations in their own terms.*

- *Practitioners need to internalize the three types of information and the states of the citizen.* Toward this end, practitioners must identify and build the skills that will help them recognize client states.

- *Practitioners need to become comfortable with unpredictability.* They must be able to cope with the fact that each client-in-situation is unique and that it is difficult, if not impossible, to predict in advance how the client will act or think. Additionally, practitioners need to learn to help the client deal with the unpredictability of his own world.

- *Practitioners need to develop strategies for leading clients to express their problems in their own terms. The strategies should be consistent with the efficiency needs of the organization.*

- *Practitioners need to apply client-in-situation learning by seeing themselves as a client-in-situation going through the various stages using the various tactics.*

- *Practitioners need to share in the development of ideas about the client's situation.* In order to effectively contribute to the process of helping the client develop his own ideas, the practitioner needs to have versatility in producing ideas himself.

- *Practitioners need to invent new communication services.* It is necessary to develop tools and skills which will help implement new services.

- *Practitioners need to recognize that the client-in-situation approach demands creativity and flexibility and that they have a role as "change agents."*

- *Practitioners need to develop an awareness that the client's state may change during the contact period and that the client may be in more than one state at a time.* Practitioners need to develop skills that will help them recognize changes in the client's state.

- *Trainers need to establish goals for the modules.* They must identify what the trainee's needs are and what can be learned through the modules.

- *Practitioners need to be aware of the client's time-line.* They should be aware of how the client got where he is and where he may be going.

- *Practitioners need to learn to negotiate with the client a mutually satisfactory picture of where the client is on his time-line and what his situation is if they are to help the client.*

- *Practitioners need to learn to deal with the client's questions as asked and learn to facilitate the client's questioning.*

- *Practitioners need to develop a repertoire of communication behaviors to facilitate understanding.*

- *Practitioners need versatility in their communication behaviors and be sensitive to which behaviors are most useful in certain client states.*

- *Practitioners and organizations need to redefine and develop new measures of productivity and accountability that will be useful in the client-in-situation context.*

- *Practitioners need to be able to provide an array of movement options before selecting or providing particular resources for the client.*

- *Practitioners need to recognize that information can have a variety of utilities for the user and that the form in which the information is presented relates to the eventual use that is made of it.*

- *Practitioners need to learn how to communicate with people from different backgrounds.*

- *Practitioners need to be aware of interpersonal relationships and be oriented toward people rather than data.*

APPENDIX C

MODULE IDEAS PROPOSED BY CONSULTANTS

This appendix contains the nine module ideas developed by project consultants at a Module Development Workshop held in March, 1977. The names of the consultants who developed a module idea are listed at the beginning of each module proposal. For the purpose of reader utility, each of the module ideas is outlined according to a standardized format under the headings: Proposition, Conceptualization, Purpose, and Exercise. At the end of the Module Development Workshop each module idea was critiqued by all 20 consultants. Their comments follow each module outline. The number of consultants making each comment, or related comments, is indicated in parentheses. Supporting materials, such as scripts, handouts, etc., are located at the end of each module proposal. For a full description of the module development procedures, see Chapter I.

PROPOSED MODULE A

Developed by Al Gray, Edward Hall, Peter Hiatt, and Kenneth Jackson.

Proposition: Although practitioners recognize the uniqueness of each client's situation, the normative service philosophies of their professional organizations and the institutions in which they serve provide barriers to serving the client-in-situation. The client-in-situation senses these barriers, and while he may not be able to fully articulate them, they lower his expectations of the helpfulness of the organizations which are supposed to help him in his unique situation.

Conceptualization: Practitioners need inventive approaches, i.e., awareness, techniques, and skills; to overcome normative barriers to serving the client-in-situation. Barriers to non-normative services are often erected in an attempt to maintain traditional service practices and organizational structures and are sometimes the result of organizational and professional inertia and atrophy. This module, through role playing, is designed to stimulate the identification of barriers to non-normative service and to stimulate the practitioners to find means of overcoming or circumventing these barriers to serve the client-in-situation.

Purpose: The purpose of this module is:
1) to show trainees that traditional capabilities and facilities can, in many cases, be used to handle many non-normative situations; and
2) to help trainees develop the facility to recognize and overcome barriers with inventive approaches. Inventive approaches may be:
    a) creating services never before provided or
    b) adapting existing organizational services to new client situations.

Exercise:

Participants form three teams of three people. One team represents the client, one the practitioner, and one the institution.

Round 1: The workshop leader provides the players with a non-normative situation. The client, practitioner, and institution teams respond by providing barriers and problems that they would perceive in attempting to provide service in this non-normative situation. The client team provides barriers and problems of articulation inherent in the situation; the institution team provides institutional and professional barriers; and the practitioner team provides barriers and problems of translation and service. This round is designed to familiarize the players with the concepts and demands of the game.

Round 2: In this round the client team provides the non-normative situation and client barriers, and the organization team provides the organizational barriers. The practitioner team attempts to cope with the situation and provide existing services, invent new services or adapt existing ones while attempting to cope with the barriers imposed by the client and institutional teams.

Round 3: This round is played like the second round but with only one team member participating in the transaction. The remaining team members will observe the transaction. The practitioner team will study the practitioner's performance; the client and organization teams will attempt to distinguish real from perceived barriers.

Each round will last about 30 minutes.

A scoring system should be developed that would provide points to the practitioner for:

a) successes in providing existing services
b) successes in inventing new services
c) successes in adapting existing services

This game puts focal emphasis on the practitioner; however, it could be adapted to emphasize the organization or the client.

Comments:

* The proposed scoring system would prove unworkable. It was thought that the scoring system would be difficult to develop and could even prove detrimental since a low score could produce an "I can't do it" attitude on the part of the participant. (5)

* The use of three teams was questioned. It was thought that three teams would produce a slow-moving game and that perhaps only two teams -- practitioner and client -- should be used. (3)

* This module should be one of the last in the workshop. (1)

* Players would have difficulty thinking of non-normative situations. Several people suggested that non-normative situations should be provided to the players at the beginning of the module. (6)

* The game does not provide adaquate incentives to the players. A great deal of creativity is required of the players and so incentives and/or a warm-up exercise should be built into the game to motivate the players and stimulate creative thinking. (2)

* A dimension emphasizing INFORMATION_2 should be incorporated into the game. (1)

PROPOSED MODULE B

Developed by John Bowes, Ann Drennan, Ron Dubberly, and Keith Stamm.

Proposition: Clients, managers and practitioners need evaluation during and after each transaction.

Conceptualization: Evaluation of the client-practitioner transaction occurs on both the individual and the aggregate level and occurs both during and after the transaction. In a schematic form, the overall evaluation needs can be presented as follows:

	PROCESS	OUTCOME
INDIVIDUAL TRANSACTION	Tracking	Satisfaction
AGGREGATE TRANSACTIONS (organizational level)	Management Efficiency	Accountability

Some assessment of client satisfaction is central to gauging the effectiveness of services rendered. However, there are situations in which client satisfaction and agency "solutions" are at odds. Aggregate level refers to group data used by management. In the case of "process," the data are used to allocate resources efficiently. In the case of "outcome," the data are used to provide a summary measure of success and effectiveness to funding agencies, trustees, etc. This module concentrates on the "tracking" cell of the matrix above.

Purpose: The purpose of this module is to create an awareness of non-normative techniques for evaluating the client-practitioner transaction.

Exercise:

Pairs of participants engage in a role playing a client-practitioner transaction. One member of the dyad takes the part of the client, and the other takes the part of the practitioner. Each dyad is given a hypothetical problem which will serve as the basis for the transaction.

After the transaction, participants, working independently, use the TRANSACTION EVALUATION LIST together with the following questions to evaluate the transaction:

PROPOSED MODULE B (continued)

1) What were the most important aspects of this transaction?
2) What is worthwhile from the transaction to record for future reference?
   a) for future client contact?
   b) for a review of your own behavior?

Each dyad then compares notes, and discusses any discrepancies in their picture of the transaction.

The role play is repeated with actors switching roles. A new situation is given as the basis for the transaction. During this transaction, the participants should:

1) be more aware of the fine points of the transaction missed during the first round and
2) try to work out personal evaluative dimensions tailored to their particular working conditions, clients, available time, etc.

After the second round, all of the participants meet to share their evaluative criteria and to defend their application.

Comments:

* Managerial considerations are not included in the evaluation. It is necessary to consider the remainder of the matrix described in the conceptualization section and to translate evaluative criteria into system accountability terms. (2)

* The role-playing situation lacks realism. It is unrealistic to assume that participants, who are not in a client situation, will be able to satisfactorily evaluate the transaction taking into account the client-in-situation. (2)

* It will be difficult to obtain workable unanimity regarding evaluative criteria from the group. (1)

* This module should come after the participants are familiar with the client-in-situation approach. (1)

* A better means of providing feedback is needed. The transaction could be video-taped so that the players could evaluate it later, avoiding the problem of their having to do two things at once. Or, observers should evaluate the transaction and provide feedback to the participants. (4)

* Case studies could be used. Evaluation of case studies would be standardized and allow comparison. (2)

PROPOSED MODULE B (continued)

- The exercise should include a demonstration of the use of "indicating" since the concept might be unfamiliar to participants. Participants should be told of specific cues to look for during the transaction that could help with evaluation or be asked specific questions to elicit evaluative criteria. (4)
- The module should have a narrower focus. The exercise tries to cover too much and should concentrate on fewer "indicators." (3)

PROPOSED MODULE B (continued)

TRANSACTION EVALUATION LIST

The following is a list of situational dimensions of the client's problem that may have to be evaluated during the transaction.

1) the amount of initiative (control) desired by the client

2) when you are not getting the client's idea

3) identifying the appropriate client-practitioner relationship

4) locating the client on his time-line

5) estimating the amount of time required to deal with the client's situation

6) assessing how much progress is being made and/or recognizing when progress is not being made

7) assessing the level of the client's communication skills

8) recognizing when the practitioner's own skills are either not adequate or appropriate for dealing with the client's situation

9) assessing the rate of progress

10) the nature of the client's situation, e.g., DPWC, etc.

11) detecting when the client is uncomfortable with the client-practitioner relationship

12) detecting when the practitioner is uncomfortable with the client-practitioner relationship

13) detecting when the client's idea about the situation changes

14) the amount of effort the client will devote to the transaction

15) the client's expectations regarding outcomes

16) the embeddedness of the situation

PROPOSED MODULE C

Developed by Thomas Childers, Verda Hansberry, Robert Taylor, and Mollie Tremaine.

Proposition: Workshop leaders need to establish goals for the workshop modules. They must identify what the participants' needs are and what can be learned through the modules.

Conceptualization: This module is seen as being the first session of a workshop. During this session, it is necessary to accomplish at least the following:

1) Establish the boundaries, mode and style, and general content of the workshop.
2) Establish an initial awareness by the participants of themselves in the INFORMATION$_{1,2,3}$ context.
3) Establish, through discussion, general goals and directions for the workshop.
4) Establish a sense of the group and of the individual in the group through dyadic interaction, group discussion, and initiative.
5) Explore the problems as individual participants see them at this time.
6) Develop an initial set of individual needs and establish their interrelationships.
7) Develop a sense of nonthreatening openness.

Purpose: The purpose of this module is to determine what participants see themselves as needing.

Exercises:

The workshop leader presents an introduction to the participants which explains the purposes of the workshop, the ramifications of the workshop, and some of the things upon which the workshop will focus.
The leader informs the participants of the exploratory nature of this module which is designed to determine what the participants see themselves as needing.

Exercise 1: The leader instructs the participants to form dyads with the person seated next to them. Each dyad is to exchange personal information such as name, place of work, expectations for the training session, etc. Also, each person is to write down their expectations for the workshop and turn in one copy (anonymously) to the workshop leader.

PROPOSED MODULE C (continued)

Each person is introduced by their partner to the full group. The person being introduced is given the opportunity to make corrections and/or additions to his introduction.

This exercise is designed to test both listening and communication skills and should provide a basis for the needs assessment.

Exercise 2: After a short break, the workshop leader reports back to the group on the expectations that individual participants have for the workshop. Each participant then takes one expectation that he has and analyzes it further. Participants write down something that they feel is related to the expectation. Participants then hand their statement to their neighbor who codes the statement as a DECISION, WORRY, PROBLEM, or COMPREHENSION (DWPC) state. The statement is returned to its originator.

The group is divided into subgroups according to the states assigned to the individual statements, e.g., those with a worry meet together, decision meet together, etc. Each subgroup is given the task of developing a list of informing activities that could be used to improve their situations. The lists should be long enough so that it will be impossible to only list INFORMATION_1 transfer.

Each subgroup then reports its list to the full group which discusses $\text{INFORMATION}_{1,2,3}$.

The workshop leader then compares the statements developed by the subgroups with the earlier expectations of the participants. The participants should, at this point, have a deeper understanding of their informing needs as a result of this exercise.

Comments:

- The introduction to the module should be more comprehensive. The concepts underlying the workshop should be explained more fully and the purposes and goals defined more clearly. The client-in-situation approach should be stressed in the introduction. A rewritten executive summary of the Urban Information Needs studies could prove useful to the participants. It may be necessary to use audio-visual material to give sufficient weight to the ramifications of $\text{INFORMATION}_{1,2,3}$ in the introduction. (4)

- The introduction is too detailed and gives more information than the participants need at that time. Less emphasis should be placed on the purposes of the workshop and the participants expectations. (3)

- Very little can be drawn from the "introducing partners" exercise that is immediately illustrative of what the workshop is all about. (1)

* Participants' needs should be assessed differently. Needs could be assessed by the participants in small groups or an exercise which required the participants to give information could be devised to judge the stage of development they are at. (3)

* Participants may not provide enough information about their concerns related to their expectation. It may not be possible for the partner to ascribe a DPWC state to the statement from the information given. (1)

* Consideration should be given to the different backgrounds of the participants. Needs and goals may not be the same for people from different organizations and services. (2)

* The module lacks boundaries. The boundaries of the module should be clearly defined or the number of demands made by the participants limited. (1)

PROPOSED MODULE D

Developed by Arthur France, Byron Mauck, Herbert Mutschler, and Josephine Yung.

Proposition: The practitioner needs to be aware of the expanded universe that the client-in-situation approach assumes. Elements of this universe include different frames of reference which the clients might use, alternative strategies for dealing with unique clients, increased vocabulary, and alternative measures of self-evaluation.

Conceptualization: Through simulation, the practitioner can become aware of the variety and range of perceptions brought to the transaction by the client. By designing interactions in which the various factors of a frame of reference can be isolated, identified, and evaluated; the practitioner, through a review of his behavior in those interactions, will see or can be shown what is appropriate behavior for a specific client-in-situation.

Purpose: The purpose of this module is:

1) to sensitize practitioners to the variety and range of perceptions that the client may bring to the transactions and
2) to help the practitioner develop strategies for dealing with the variety of perceptions and frames of reference which he may encounter.

Exercise:

Participants engage in a simulated transaction which emphasizes differing frames of reference similar to those that the practitioner could encounter on the job. The simulated transaction should be recorded either mechanically or through personal observation.

The participants, either alone or in a group, evaluate the transaction with the module leader. Participants are encouraged to isolate factors that indicate frame of reference.

Participants may strengthen their skills and develop techniques for dealing with different frames of reference through additional classes, field trips, repeated experiences, group discussions, films, and through the utilization of the expertise of those conversant with particular frames of reference.

Comments:

* The experience presented to the participants should be standardized. It should be presented via visual media. A recording (either audio or video) of the client-practitioner transaction could constitute the experience. (5)

* The exercise needs an introduction to familiarize the participants with the elements of "frame of reference." Participants should be given an idea of what the "expanded universe" might consist of. Warm-up exercises could be devised to accomplish this goal. (4)

PROPOSED MODULE D (continued)

- Specific exercises are needed to illuminate the sensitizing goals of the module. (1)
- People of different backgrounds should be present to help sensitize participants to different frames of reference. (1)
- The exercise should concentrate on a few key elements of frame of reference. (1)
- The exercise should concentrate on the cues practitioners might use to inform themselves about the client's frame of reference. (1)

FACTORS INFLUENCING FRAME OF REFERENCE

The following is a list of factors, possible indicators of the client's frame of reference, that may be included in the simulated transaction:

race
nationality
religion
language
age
sex
mobility
health -- physical state
sexual orientation
education
economic status
dress
ethnicity
sensory limitation
intellect
lifestyle
overly fast or slow speech
political orientation
client approach -- arrogance, obsequiesness, etc.
emotional state
purpose
marital state
occupation

PROPOSED MODULE E

Developed by Ruth Hamilton, Sylvia Harlock, Mary Ann Heller, and Kathleen Lalley.

Proposition: Practitioners need to be aware of the limited usefulness of a decisioning strategy for many clients, and they need to develop strategies for dealing with those clients who are not in a decisioning state.

Conceptualization: Not all clients are in a decisioning state when they come to the practitioner. However, there is a tendancy among information practitioners to view their resources as INFORMATION[1] resources, which are most effectively used as tools for making a decison, and to impose a decisioning template on the client's situation. There is a similar tendancy on the part of the client to assume that in order to be helped by the system, his problem must be a decisioning-type problem. It is necessary to alert the practitioner to the need to recognize non-decisioning situations, even when the client presents it as a decisioning situation, and to help the practitioner develop skill in recognizing and dealing with the other states in which the client may be.

Purpose: The purpose of this module is:

1) to increase the practitioner's awareness of his own use of a decisioning approach to the client's situations,
2) to help practitioners recognize non-decisioning states in the client, and
3) to help the practitioner develop strategies for dealing with non-decisioning states.

Exercise:

Participants observe a vignette portraying several scenes, in a library, in which it becomes increasingly clear that the client is not in a decisioning state. Participants note their reactions to the way in which the situation is handled by the practitioner and what they would do similarly or differently in that situation.

After the vignette, discuss the responses and questions of the participants. Possible discussion questions are as follows:

1) How soon did you realize that something other than a decisioning approach was needed?

2) Did you think that the practitioner in the vignette was doing the appropriate thing in each transaction?

3) Should the practitioner have probed sooner for more information?

4) Is questioning for context within the role of the practitioner?

PROPOSED MODULE E (continued)

Participants then observe a second vignette which portrays a non-decisioning situation.

Discuss the vignette. The following questions may be used:

1) What type of situation is this (DPWC)?
2) What type of cues indicate this state?
3) What might be helpful responses on your part as a practitioner?
4) Are there solution-type responses that are appropriate?

Comments:

* The exercise should be expanded to apply to social agencies. It emphasizes the library situation too much. (3)

* The exercise should be followed by role playing to give the participants practice in applying the principles involved. (2)

* The exercise may require a lengthy introduction. Participants may not be familiar enough with the concepts involved to benefit from the exercise. (1)

* The vignettes should be video-taped. (4)

* If the vignettes are video-taped, they should be shown once in their entirety and then a second time with the film being stopped when someone has a comment. (1)

* The discussion could get sidetracked by side issues arising from the content of the vignette. It is necessary to emphasize that the client is the focus, not the issues brought up in the vignettes. (2)

* An exercise could be added to help the practitioner recognize specific client responses that indicate the client's state. (1)

VIGNETTE SCRIPTS

Vignette 1

SCENE I

Mother (client): My son won't read anything I get for him.

Practitioner: What kinds of reading materials have you offered him?

Mother: Magazines, newspapers, popular novels, everything!

Practitioner: What is he interested in?

M: Motorcycles.

P: Does he use manuals or handbooks? Does he read about motorcycles?

M: No, he's very mechanical. He learns by watching.

P: Can I suggest some books about motorcycles?

M: That would be great. I'll try them.

END OF SCENE I

SCENE II

M: He ignored these. He wouldn't touch them. What should I do now?

P: Does he have any other interests?

M: He likes to watch police shows on TV.

P: Let's try something in that line -- something about police activities.

M: Fine. Maybe this will work. I'm getting to the end of my rope!

END OF SCENE II

SCENE III

M: This didn't work either. I just don't know what to do. I'm worried because I feel he's missing so much.

PROPOSED MODULE E (continued)

P: Do you think reading is really this important?

M: Of course. Everyone knows it's important to read.

P: That's not necessarily true. Many people are like your son.

M: Well, I don't know anyone who doesn't know the importance of reading.

P: Your son doesn't feel that way. Perhaps you should find out more about people who feel like he does.

M: How could I do that?

P: (Practitioner recommends agencies or books that can help mother cope, understand that the problem isn't that bad, she's not alone.)

Vignette 2

Client: My 20-year old daughter has dropped out of school and is living in a commune with a bunch of kids who belong to this religious group. We know they've brainwashed her because she doesn't want to see us. I don't know what to do!

PROPOSED MODULE F

Developed by Thomas Childers, Ann Drennan, Edward Hall, Verda Hansberry, and Mollie Tremaine.

Proposition: There is a need to develop expanded communication skills for the practitioner in the areas of attending, eliciting, and aiding with definition which at the same time keep the client in control of the transaction.

Conceptualization: This module is seen as needing to extend over all parts of a three-day workshop to provide sufficient reinforcement and skills growth to insure that the practitioner knows that he has mastered each of the skills. These skills are at the heart of new services. It is intended that participants will develop a "personal script" which states which skills he feel comfortable with, which he wishes to discard, and which he would like more help with.

Purpose: The purpose of this module is to increase awareness and competency in the use of communication skills.

Exercises:

Exercise 1: Form the group into dyads. One person in each dyad is given a rock which is hidden from the other. The holder of the rock describes the rock sufficiently enough that his partner can identify it when all the rocks are put together. The listener cannot ask questions.

All the rocks are placed together on a table and the listeners are to select the individual rock that was described to them.

The module leader then talks about the skills that were used and points out the frustrations of not being able to ask questions.

Rocks and pairs are swapped. Dyads are again formed with one rock to each pair. This time, the person without a rock asks questions of his partner. The latter can only answer questions directly, and he cannot elaborate upon his answers. The questioner may not see the rock.

Rocks are put together and the questioner has to try to identify the correct rock.

The leader then talks about the skills that were used, frustration levels, and understandings gained in the exercise.

Rocks and pairs are mixed again. This time the person holding the rock describes the rock and the questioner can ask questions during the description, checking and clarifying the description. The questioner may not see the rock.

Again, questioners identify their rocks.

The leader talks about the skills that were used, which exercise was easier, and the value of feedback and controlled communications.

Exercise 2: A series of listening, eliciting, and aiding-in-defining skills are presented through lecture and brief printed definitions. A checklist of the skills will also be presented. Each communication skill is modeled before the participants break into buzz groups. The role of the practitioner as the final arbiter of his own personal script should be strongly emphasized. However, it should be recommended that each practitioner practice each skill before its addition or rejection to his personal repertoire of communication skills.

The presentation of communication skills should be interspersed with buzz group discussions of 5 minutes each in which self-chosen pairs of participants discuss various skills related to attending, eliciting and aiding-in-defintion. Throughout the exercise, the leader should emphasize that non-judgementalness is critical to a fruitful transaction.

The topics of discussion for the buzz groups are:

1) active listening (attentiveness, continuing affirmation)
2) clarifying (paraphrasing, perception checking)
3) behavior description (interpreting the client's unconscious verbal and non-verbal cues)
4) open-ended questioning (non-yes or no-type questions)
5) silence.

Exercise 3: A video-taped client-practitioner transaction is shown which demonstrates:

1) the client-practitioner time-line during initial articulation
2) the variety of previously discussed skills which the practitioner can use to facilitate client articulation of the situation.

The film should be stopped after the initial articulation takes place in order to discuss the following questions:

1) What are some of the possible causes of the client's behavior?
2) What is he really after?
3) How would you anticipate this situation developing?
4) What skills or sets of skills would you employ next? Why?

After the film's conclusion, follow-up discussion should draw out points relevant to the question: "To what extent do we anticipate situation development based upon audio-visual cues?"

Triads are formed with one participant as a practitioner, one as a client and one as an observer. A situation is given to the practitioner describing his organization and a DPWC state is given to the client. Using a checklist of the skills discussed in the previous exercises, the observer keeps track of what is happening as the participants role-play a client-practitioner transaction.

After the transaction, the participants will make personal notes about the transaction, and the observer will report on his observations.

The full group will meet and discuss how listening skills might vary when the client exhibits certain:

culture bound behaviors
language difficulties
mental or physical handicaps
aggressive or frightening behaviors

A second role-play exercise occurs in which the client is more difficult.

A second discussion takes place.

Hopefully participants will recognize their biases and personal prejudices when dealing with clients.

Participants write down their personal scripts which should include:

1) skills which they wish to use
2) skills which they wish to discard
3) skills with which they want more help

A supervised practium, which will allow each participant to try out his personal script on real clients, could follow the exercises in this module.

Comments:

* This module should be divided into several modules. As it is currently constituted, the module covers more material than can be effectively absorbed in one sitting and may take too much time. (6)

* More emphasis should be placed on feedback to participants. (1)

* The skills learned in this module need to be placed in the context of the client-in-situation. (1)

* The module should focus on a few skills. (3)

* More practice of the skills learned should be incorporated into the module. (3)

PROPOSED MODULE F (continued)

- Video-tape should be used to illustrate the skills being taught. (2)
- The rock game may be too abstract. It may be too difficult to make the connection between it and the exercises that follow. (1)
- Listening practice could take place in local bars, laundromats, and other public places. (1)
- Rumor mill or nonverbal communication exercises could be used in this module. (2)
- The module leader should emphasize that some skills will be more useful than others. (1)

PROPOSED MODULE G

Developed by Arthur France, Ruth Hamilton, Peter Hiatt, Herbert Mutschler, and Keith Stamm.

Proposition: Practitioners need to recognize that communication accidents will occur because the client-in-situation is not predictable.

Conceptualization: Control can be neither absolute nor merely imposed by or on the behalf of either the client or the practitioner. Control would be ultimate if the client-in-situation were completely predictable. Since it is not, accidents are inevitable. It is necessary to recognize accidents when they occur and the possible consequences of those accidents.

Purpose: The purpose of this module is to help the practitioner identify common control problems evident in common communication accidents.

Exercise:

Participants view a series of vignettes depicting common communication accidents. The participants are asked to mark on an accident list the accidents that they observe in the vignettes.

Participants are asked to generate their own instances of the types of accidents listed. This should be from their own experience in situations where they were trying to obtain a service. Participants are asked to discuss the consequences of the accidents for them and for the service institutions involved. They also discuss how the accidents occurred.

Next, participants are referred to the checklist and asked to identify those accidents which occur the most frequently in their client situations. They are also asked to add accident types not listed which they have experienced in their own client relationships.

Participants are then divided into discussion groups based on having identified similar types of accidents. These discussion groups are to consider which accidents have the most serious consequences in their client situations. They also are to develop strategies for reducing the incidence of such accidents and for coping with the consequences when they do occur.

Each discussion group reports on what they consider the most costly accidents, how they intend to reduce their frequency in their organizations, and how they plan to reduce the resulting costs of these accidents.

PROPOSED MODULE G (continued)

Comments:

- It may be necessary to add an introduction to the module. The introduction should explain the concept of communication accidents and provide examples. (2)
- It could be useful to devise a way of precipitating a real communicaaccident by way of example. (1)
- Participants should consider the way accidents occur before considering the possible consequences. (1)
- The module diverts focus from the client-in-situation to a classification of behavior. Focus should be returned to the client. (1)
- Participants should concentrate on certain behaviors rather than trying to deal with a large number of behaviors at one time. (2)
- Participants should pick out the accidents themselves rather than use a checklist. (1)
- The module should include an example of a good client-practitioner transaction as well as examples of accidents. (1)
- It could prove useful to examine not only how accidents occur and can be prevented, but also the ways of recovering after an accident has occurred. (1)

COMMUNICATION ACCIDENT LIST

The following is a list of common communication accidents. The participants should be able to identify instances of such accidents from their own experience, and they should also be able to add other types of accidents to the list.

1) Practitioner agrees with client before he understands the client's situation.

2) Practitioner disagrees with client before he understands the client's situation.

3) Practitioner blames client for practitioner's misunderstanding.

4) Client blames practitioner for client's misunderstanding.

5) Practitioner treats client's situation as unreasonable, bizarre, rare, etc.

6) Client is put down for not knowing what services are available.

7) Client is put down for not knowing practitioner's procedure.

8) Practitioner refuses to accept client's description of his situation.

9) Practitioner provides either a greater amount of service than is desired by client or at a too fast a rate.

10) Practitioner either doesn't pay attention to the client or pays attention at the wrong time.

PROPOSED MODULE H

Developed by John Bowes, Ronald Dubberly, Sylvia Harlock, Mary Ann Heller, and Kathleen Lalley.

Proposition: Practitioners need to become comfortable with client unpredictability. They must be able to cope with the fact that each client-in-situation is unique; and therefore, it is difficult, if not impossible, to predict in advance how the client will act or think.

Conceptualization: Predictability can be viewed in many senses, and some of them are irreconcilable with each other. Several dimensions of unpredictability are as follows:

1) Predictability can be a shared picture between the client and practitioner of the situation.

2) Predictability can be seen as constancy over time. Client-practitioner relationships change over time.

3) Unpredictability can be viewed in terms of the resources needed to cope with it.

4) Unpredictability must be dealt with by both the practitioner and the client. The practitioner must cope with the unpredictability of his client and help the client deal with the unpredictability of his world.

This module approaches unpredictability from two viewpoints -- that of the practitioner and that of the client.

Purpose: The purpose of this module is:
1) to help the practitioner recognize and deal with the uncertainty of the client-practitioner interaction; and
2) to help the practitioner help the client deal with unpredictability.

Exercises:

Exercise 1: This exercise is designed to illustrate the changing nature and unpredictability of the client-practitioner interaction.

Dyads of client and practitioner are formed from the group. The client and practitioner are asked to read a brief "setting description" card which provides the context of a transaction. Based on this setting, the pair role-play a client-practitioner interaction. Whenever they feel blocked or sense a lack of movement in the transaction, they are to select a "change" card. Two decks of change cards are available -- one for the client and one for the practitioner. The cards may be shuffled in any order, but the two decks must not be intermixed.

PROPOSED MODULE H (continued)

After either the cards or the players are exhausted, discuss cues that indicated that conditions were changing:

1) How did you try to deal with this change? Did you recognize it? Did you feel control was slipping?

2) What were your emotions regarding your client's or your own progress and the lack of predictability in the transaction?

Exercise 2: This exercise is designed to help the practitioner help the client deal with uncertainty.

This exercise uses a puzzle called "Landscape". The participants are given a set of "Landscape" jigsaw puzzle pieces. Many of the puzzle pieces are interchangeable, i.e., a number of scenes can be constructed from the one set of pieces. Most pieces have a straight edge thus allowing for several puzzle shapes or marginal boundaries. Among the interchangeable pieces, there are color differences. Some of the pieces will be subject oriented, e.g., trees which can be placed in a number of locations.

Three issues will become evident while playing the game:

1) The same element may be pictured in a variety of ways.

2) People tend to "complete" the picture, forming a boundary or frame to enclose the elements.

3) People differ both in their focus of attention and in their selection of what is important in their pictures.

When faced with an unpredictable situation, clients often try to form a picture of the situation, set boundaries, and focus on something in particular. This game shows that it is not always possible nor desirable to form just one picture of a situation.

Comments:

The Unpredictability Sensitizing Game:

* It may be better to present cases via video tape. Role playing may have limited usefulness. (1)

* The game should have a means of intermittently tracking and evaluating transactions. (1)

* A variation of the game should be developed for librarians. (1)

PROPOSED MODULE H (continued)

- The game may be more effective if participants could be cued to a change without physically picking up a card. (1)
- The game could have the effect of reinforcing the negative role of the practitioner. (1)

The Landscape Puzzle:

- The puzzle may be too abstract. It should be explicitly tied to the client-in-situation. (1)

PROPOSED MODULE H (continued)

UNPREDICTABILITY GAME CARDS

	CLIENT	PRACTITIONER
SETTING DESCRIPTION CARD	Upset...mother is dying ...what to do about... a. feelings of loss, helplessness b. will & estate, taxes, probate c. costs of terminal health care, funeral d. resentment at taking care of mother...takes time, unpleasant, feel guilty about resentments	A social Services counselor Busy...a great variety of clients...phone ringing, interruptions...some have specific needs, other are vague...case load rising, increased accountability demands, time pressure, resource pressure.
CHANGE CARDS	I'm worried about money in taking care of mother's needs. Can you help me?	There are several places to get help. Go to...
	Did mother provide for me in the will? Does she have one? That no-good brother, damn!	Policy: Don't recommend a solution beyond ability of client to understand or pay.
	You're angry, fate is robbing you of someone dear, someone you lean on.	Don't have a lot of time today for vague emotional problems.
	It sounds just awful: How does one "shop" for a funeral?	Rule: Can't recommend specific businesses or professionals by name.
	Illness makes me squeamish ...ill people scare/ disgust me.	I have a pamphlet on taking care of...
	Guilt...I wish you'd die, mother. God! sounds awful ...Woe is me.	Time's short, why don't we discuss that next time.
	This counselor doesn't like me...I don't like him either	This client is going to be tough, hard to please...My headache is worse. Let's see, how much longer to 5 p.m.

PROPOSED MODULE H (continued)

	CLIENT	PRACTITIONER
CHANGE CARDS	Why is this jerk trying to get me to define my problem! He's the expert...doesn't he know already? I'm in a hurry.	Let's see, I've got just the strategy for this client -- read about it last week in Psychology Today...behavior modification...I'll reward him for following my instructions.

etc.

PROPOSED MODULE I

Developed by Al Gray, Kenneth Jackson, Byron Mauck, Robert Taylor, and Josephine Yung.

Proposition: Practitioners need to develop an awareness of the total INFORMATION$_{1,2,3}$ system within which their services operate. This system awareness requires the development of measures of productivity and quality of service that extend beyond those associated with Information$_1$.

Conceptualization: This module is designed to come at the end of the workshop so that it can be based on the prior knowledge of the participants. There is a need for practitioners to develop a macrosystem sense and to develop a sense of qualitative as well as quantitative measures of productivity that are relevant to a macrosystem view.

Purpose: The purpose of this module is:

1) to develop an awareness of the variety of options and branching decisions as a total process;
2) to develop a sense of quantitative and qualitative measures of productivity which take into account both client problem resolution and practitioner effectiveness; and
3) to initiate thinking on the part of practitioners as to how to translate productivity measures into managerial terms.

Exercise:

The workshop leader will give a general introduction to Information and Referral Services which takes into account the totality of the system and its parts. He will also discuss accountability measures that are in present use and the need for new and better measures.

Participants will be presented with several case histories which outline the path through the community service system of clients having different initial states, changing situations, and other characteristics.

For each case, the participant must develop a means of tracking the client through the I & R system and evaluating his progress. This should include appropriate checks, measures, and record keeping. Participants are also asked to prepare a justification for their accountability and tracking system and for everything that is done in connection with the client.

The workshop leader collects the accountability materials and prepares a representative sample which is distributed to the full group.

Participants then evaluate, criticize and discuss the materials.

After the group evaluation, participants review their own materials and receive a packet of suggestions for preparing accountability measures and records.

PROPOSED MODULE I (continued)

The following are examples of possible cases that might be used in this exercise.

Case History 1: Received a call on Friday at 2:30 p.m. from a hospital regarding the unplanned discharge of a parapalegic, non-English speaking illegal immigrant as the result of the unexpected withdrawal of public assistance authorization for hospital care. Called Active Mexicanos and arranged for interpreter/advocate to go to hospital and discuss the situation with the client. Advocate determined that client had no funds but had a brother working in the fields in the Lower Yakima Valley who would help his sister if he could be contacted. Called temporary shelter regarding interim housing. Found that the only facility had bed space for only one night. Advised advocate and provided phone number of facility. Advocate called back to advise that the facility was in a bad part of town and housed alcoholic women and that the client would be very uncomfortable there. Advised hospital social worker of situation and suggested that at this time (now 7:00 p.m.) no other means of housing client were readily available, suggested that she approach the hospital administrator for emergency funds to transport client (one way) and advocate (two way) to eastern Washington. In the meantime, called Yakima Information and Referral service to get contact with migrant organization to help locate brother. Called Lower Valley Migrant Council executive director at home. She called back and indicated that brother had been located and could be at the Yakima bus station by 11:00 p.m. Hospital social worker called back with authorization for tickets. Called station to get bus schedule. Called Yakima to adivse that client would arrive at 11:20 p.m. Called hospital social worker to advise of 8:35 p.m. departure of bus. Social worker agreed to transport client and advocate to bus station. Case closed.

Case History 2: Client, age 82, is experiencing difficulty with eyesight, having difficult time cooking and cleaning house. Living on social security and savings. Does not want public assistance (pride), but admits it is difficult maintaining self. Called Meals on Wheels and determined that some meals could be delivered for $1.90 per day. Called Chore Service and determined that housekeeping could be provided four times per month at an approximate cost of $24 per month. Called business section of public library and found that by taking advantage of senior citizen tax relief program the client could save $350 per year on housing taxes. Suggested to the client that savings would offset cost of Chore Service. Made arrangements with business department to contact client prior to April tax deadline to assist completion of taxes and application for special deductions. Client indicated monthly food budget of $75. Advised that monthly cost of home delivered meals would be $52. Client asked that arrangements be made. Further discussion indicated that the client had little social contact. Made arrangements for elderly volunteer to visit once a week through friendly visitor program. Client also indicated interest in classical music, but inability to read record labels. Put client in touch with library book mobile progarm to arrange delivery of records to home. Contacted Social Security Administration regarding hardship assistance; request pending. Referred client to financial management program for in-depth assessment of other options to improve financial condition. Also called Retired Seniors Volunteer progarm regarding yard work and minor home repairs. Pending. Gave client telephone number of Senior Information and Assistance program for further information about Senior discounts, special transportation services, etc.

Comments:

- The exercise may need to be shortened. (1)
- The cases may be too complicated. This could be remedied by starting with simpler cases and working up to more complicated ones. (2)
- Feedback should be included in the exercise. (1)
- It would be beneficial to consider the problems of "selling" new accountability techniques to bureaucracies. If this is not included, participants may feel that the exercise is only academic and has no "real world" application. (1)
- Cases involving librarians should be incorporated into the exercise. (1)
- It would be useful to also consider evaluation from the client's point of view. (1)
- The module would be good as the final module of the workshop. (1)

APPENDIX D

MODULE EVALUATIONS -- TRAINING TEST #1

List of participants in training workshop..................Page D-3

Copy of information sheet sent to participants prior to workshop.. D-5

PHASE III CLIENT-IN-SITUATION TRAINING WORKSHOP
FOR WORKING PRACTITIONERS
MAY 10-13, 1977
PARTICIPANT LIST

Eastern Seals Community Information System

Barbara Baker, Information and Referral Consultant; 521 2nd Ave. W., Seattle, Washington, 98119, 284-5700

Maureen Murphy, Information and Referral Consultant; 521 2nd Ave. W., Seattle, Washington, 98119, 284-5700

Beth Schwarzmann, Community Information Consultant; 521 2nd Ave. W., Seattle, Washington, 98119, 284-5700

King County Library System

Judy Bunting, Head, Reference Department, King County Library; 300 8th Ave. N., Seattle, Washington, 98109, 344-7486

Marilyn Hanna, Regional Children's Services Specialist, King County Library; 300 8th Ave. N., Seattle, Washington, 98109, 344-7455

Nanon Jones, Deputy Librarian of Support Services, King County Library; 300 8th Ave. N., Seattle, Washington, 98109, 344-7465

Don Julian, Assistant Librarian and Children's Librarian, Federal Way Library; 848 S. 320th, Federal Way, Washington, 98002, 839-0257

Lynda Locke, Assistant Head Librarian, Burien Library; 14700 6th S.W., Burien, Washington, 98166, 243-3490

Seattle Public Library

Jan Ames, Head, Readers Services, Washington Regional Library for the Blind and Physically Handicapped; 811 Harrison St., Seattle, Washington, 98129, 464-6930

Marge Burns, Head, Mobile Services; 425 Harvard Ave. E., Seattle, Washington, 98102, 625-4913.

Marcia Myers, Operations Librarian, Ballard Library; 5711 24th Ave. N.W., Seattle, Washington, 98107, 625-4926

Marilyn Ring, Operations Librarian, Lake City Library; 7364 E. Greenlake Dr., Seattle, Washington, 98125, 625-2169

Lonita Walton, Head, Education Department, Seattle Public Library, 1000 4th Ave., Seattle, Washington, 98109, 625-4882

United Way Information and Referral

Margaret Daughters, Information and Referral Phone Volunteer;
1530 Eastlake E., Seattle, Washington, 98109, 3213-2100

Jeanne Roth, Information and Referral Supervisor; 1530 Eastlake E.,
Suite 301, Seattle, Washington, 98109, 323-2100

Vicki Young, Resource Specialist and Lead Phone Worker;
1530 Eastlake E., Seattle, Washington, 98109, 323-2100

Urban Info Needs Project

Brenda Dervin, Project Director and Principal Investigator; Assistant Professor, School of Communications, University of Washington, 543-2387

Al Gray, Project Editor; graduate student, School of Librarianship, University of Washington, 543-7455

Edward Hall, Research Assistant; graduate student, School of Communications, University of Washington, 543-7455

Colleen Kwan, Research Assistant; graduate student, School of Communications, University of Washington, 543-7455

Kathleen Lalley, Research Assistant; graduate student, School of Communications, University of Washington, 543-7455

Robert Schnelle, Student Research Aide; undergraduate, University of Washington, 543-7455

Josephine Yung, Project Assistant; graduate student, School of Education, University of Washington, 543-2387

Douglas Zweizig, Assistant Investigator; Assistant Professor, School of Librarianship, University of Washington, 543-2387

PHASE II CLIENT-IN-SITUATION TRAINING WORKSHOP

INFORMATION FOR PARTICIPANTS

The project The workshop to which you are being invited is the culmination of a three-year project entitled THE DEVELOPMENT OF STRATEGIES FOR DEALING WITH THE INFORMATION NEEDS OF URBAN RESIDENTS. This project focuses on how people use information in the process of coping with everyday situations and how information practitioners can be more helpful to citizens. To date, the project has completed a large-scale study of citizens and a large-scale study of practitioners. Practitioner respondents have included librarians from Seattle Public and King County libraries and representatives of some 250 Seattle metropolitan area human service delivery agencies which incorporate an information and referral component. On the basis of these two studies, an approach to the information practitioner-client interaction, called the client-in-situation approach, has been developed. It is believed that this approach will enable practitioners to be more helpful to clients. The project is funded by the U.S. Office of Education, Office of Libraries and Learning Resources. The project is concerned with helping information practitioners no matter what institution they may work in or what topic focus they may specialize in.

The workshop The project is an unusual one in that applications of the research to training of practitioners was built explicitly into the project design. Thus, the third phase of the project is mandated to develop, use, and test a series of training modules to help practitioners become aware of and skilled in using the client-in-situation approach. This is the purpose of the workshop to which you are being invited. As a participant you will be involved in 3 days of intensive training. You will also be asked to evaluate each segment of the training in terms of its effectiveness and utility to you.

The training workshop will be held for a period of three days:

Starting at 5 p.m. on Tuesday, May 10
Ending at 5 p.m. on Friday, May 13

Where The workshop will be held at the University of Washington Lake Wilderness Conference Center. For those of you who have not been there, the Center is comfortable, the scenery superb, and the food plentiful and good.

Funding Each participant will receive a scholarship for room and board. Each participant is expected to provide his/her own transportation. Maps to the conference center will be provided. The Center is a short 45-minute drive from Seattle.

APPENDIX E

MODULE EVALUATIONS -- TRAINING TEST #2

List of participants in LIBR 590C..........................Page E-3

Copy of course description..................................... E-4

PHASE III CLIENT-IN-SITUATION TRAINING
SUMMER 1977
LIST OF PARTICIPANTS IN LIBR 590C

Judith Alexander	Graduate student, School of Librarianship Works in Suzzallo Library Circulation Division, UW
Donelyn Baumgartner	Graduate student, School of Librarianship
Rena Boyd	Graduate student, School of Librarianship
Vivienne Burke	Graduate student, School of Librarianship Works at Business Administration Library, UW
Carol Garzona	Graduate student, School of Communications
Susan Golden	Graduate student, School of Librarianship Works at Music Library and Listening Center, UW
Ruth Hamilton	Adjunct faculty, School of Librarianship Works on special projects for the School Formerly with Washington State Library
Dianne Kelso	Works at American Indian Mental Health Bibliography Project, UW
Maria Koehmstedt	Graduate student, School of Librarianship Works at Suzzallo Library Government Documents, UW
Rita Kraus	Graduate student, School of Librarianship Works at Flathead County Library, Kalispell (MT)
Chris Morgan	Graduate student, School of Librarianship
Sally Polk	Graduate student, School of Librarianship
Nancy Reich	Graduate student, School of Librarianship Works at Los Angeles (CA) Unified School District
Laurel Sercombe	Graduate student, School of Librarianship Works at Music Library, UW
Gloria Stuart	Graduate student, School of Librarianship Works at Mercer Island (WA) High School
Dunia von Veh	Graduate student, School of Librarianship Works at J.F. Kennedy High School, Seattle
Lucy Warmenhoven	Works at Everett (WA) Community College Library
Janice Weihs	Graduate student, School of Librarianship Works at Tacoma (WA) School District

COPY OF COURSE DESCRIPTION

LIBR 590aC SERVING INDIVIDUALIZED INFORMATION NEEDS (CR/NC only)

Training in awareness and skills for a new approach to information services. A three-year USOE research project mounted to develop new and more effective strategies for meeting information needs has resulted in the new concept of "client-in-situation" and a resulting new approach to training information specialists and librarians. Training modules have been developed and tested for use by library schools, libraries, and information agencies. This new course and new approach will be presented for the first time in a library school at the School of Librarianship this summer.

A variety of approaches including simulations, role playing, discussion and practice in new techniques will be used in order to help participants to be more effective in meeting people's information needs and in helping individuals use information to cope with troublesome situations.

Dr. Brenda Dervin and Dr. Douglas Zweizig are the leaders. The course meets Mondays and Wednesday 2:20-5:00 in Communications 228.

APPENDIX F

MODULE EVALUATION FORMS

Module Evaluation Form.....................................Page F-3

Training Evaluation Form..................................... F-4

Observer's Evaluation Form................................. F-5

Reminder Descriptions of the Urban Info Needs Training Modules... F-6

MODULE EVALUATION FORM

TITLE: ____

THIS MODULE... (circle one number on each row)		
Was VERY ENJOYABLE to me	7 : 6 : 5 : 4 : 3 : 2 : 1	Was NOT ENJOYABLE AT ALL to me
Was VERY INVOLVING for me	7 : 6 : 5 : 4 : 3 : 2 : 1	Was NOT INVOLVING AT ALL for me
Made me THINK A LOT	7 : 6 : 5 : 4 : 3 : 2 : 1	Made me THINK NOT AT ALL
Provided a LOT OF LEARNINGS	7 : 6 : 5 : 4 : 3 : 2 : 1	Provided NO LEARNINGS AT ALL
Was VERY CHALLENGING to me	7 : 6 : 5 : 4 : 3 : 2 : 1	Was NOT CHALLENGING AT ALL to me

IN GENERAL, THIS MODULE PRESENTED LEARNINGS, IDEAS, OR PRACTICES WHICH...		
Are VERY RELEVANT to my on-the-job situations	7 : 6 : 5 : 4 : 3 : 2 : 1	Are NOT RELEVANT AT ALL to my on-the-job situations
Will be VERY HELPFUL in my interactions with clients	7 : 6 : 5 : 4 : 3 : 2 : 1	Will NOT BE HELPFUL AT ALL in my interactions with clients
Will apply VERY FREQUENTLY in my work situations	7 : 6 : 5 : 4 : 3 : 2 : 1	Will INFREQUENTLY apply in my work situations
Will be ACCEPTED WITH EASE in my institution	7 : 6 : 5 : 4 : 3 : 2 : 1	Will NOT BE ACCEPTED in my institution
GAVE ME A NEW sense of direction for my profession	7 : 6 : 5 : 4 : 3 : 2 : 1	Did NOT GIVE A NEW sense of direction for my profession

WHAT DID YOU GET OUT OF YOUR PARTICIPATION IN THIS MODULE?(write in answer)

WHAT THINGS PREVENTED OR HINDERED YOU FROM GAINING FROM YOUR PARTICIPATION IN THIS MODULE? (write in answer)

TRAINING EVALUATION FORM

WHAT DID YOU GET OUT OF YOUR PARTICIPATION IN THIS TRAINING?

WHAT THINGS PREVENTED OR HINDERED YOU FROM GAINING FROM YOUR PARTICIPATION IN THIS TRAINING?

WRITE ANY OTHER THINGS YOU'D LIKE TO SAY TO US HERE:

OBSERVER'S EVALUATION FORM

MODULE #:____________ NAME OF OBSERVER:________________________________

ROLE: ☐ LEADER ☐ OBSERVER ☐ PARTICIPANT-OBSERVER ☐ TIMER

WHAT WENT WRONG?	WHY?

WHAT WENT WELL?	WHY?

STEP #	MINUTES	STEP #	MINUTES
1		6	
2		7	
3		8	
4		9	
5		10	

REMINDER DESCRIPTIONS OF THE URBAN INFO NEEDS TRAINING MODULES

MODULE #1 -- WHERE ARE YOU NOW

In this module, you filled out a PARTICIPANT ANSWER SHEET with the purpose of your institution, your typical client, and what you do for your typical client. You discussed your answers in small groups and posted reports on newsprint.

MODULE #2 -- THE COLLECTIVE CLIENT

In this module, you first made estimates of the percentage of adults who do not seek information from institutional sources, who want to learn something, who are explicit in what they want the practitioner to do, and so on. Your estimates were then compared with data on what adults were actually found to do and with the estimates of other information practitioners.

MODULE #3 -- WHAT DO YOU NEED TO KNOW

In this module, you were given descriptions of clients and their situations and were asked to predict what the client will ask and do and what you could do to help. In small groups, you learned that there were two different descriptions for each client. You determined what effect the descriptions had on your understanding of the client.

MODULE #4 -- THE TIME-LINE GAME

In this module, you chose necklaces to identify the resources that were available to you and walked through situations of various types, encountering event cards and keeping a TIME-LINE LOG.

MODULE #5 -- AN AGENDA FOR CHANGE

In this module, you spent about two hours reading and responding to the CHECKLIST of attributes and the project SYNOPSIS. Then, in small groups, you identified key client-in-situation concepts and most needed areas of training.

MODULE #6 -- THE COMMUNICATION ACCIDENT COMPANY

In this module, you checked which accidents had happened to you in the past week on the COMMUNICATION ACCIDENT SHEET and were asked to fill out a COMMUNICATION ACCIDENT REPORT for accidents happening in the workshop.

MODULE #7 -- INFORMING IN ACTION

In this module, one participant tries to determine the meaning of a word by questioning another participant. Then the questioner is debriefed on why particular questions were asked and how the answer helped.

MODULE #8 -- THE BEST BOOK

In this module, you were asked to think of the best book you've ever read, tell why it was best for you, and describe how it helped you. A partner helped you get at how the book helped.

MODULE #9 -- THE CLIENT ALWAYS WINS

In this module, you observed some transactions between clients and practitioners and rated them on an INTERCHANGE RATING FORM. Small group discussion focused on how practitioners could tell whether they had been helpful.

MODULE #10 -- INFORMING FOR MOVEMENT

In this module, you were asked to brainstorm questions clients in particular situations would ask if they were in different movement states. You were then asked to compare the THINGS PEOPLE TRIED TO FIND OUT with the ways in which your institution stores and retrieves information.

MODULE #11 -- SITUATION-FACING IN REVIEW

In this module, you first described your own troublesome situation in step-by-step fashion on the SITUATION-FACING WORKSHEET. You then, for each thing you tried to find out or come to understand, filled out a line on the SITUATION-FACING MATRIX. Finally, you were asked to list three important learnings about your own situation-facing that you learned in this exercise.

MODULE #12 -- FORGET-ME-KNOTS

In this module, you were given a packet of colored cards and a pen. You were asked to make your own professional flash cards for things you would want to remember from the training and use in your professional life.

MODULE #13 -- ACCIDENT PREVENTION

In this module, you filled out additional COMMUNICATION ACCIDENT REPORTS for accidents that occur on the job. You then analyzed a set of accidents for generic kinds, consequences, and what to do to prevent or reduce the effects of each kind.

MODULE #14 -- TWO WAY RE-DO

In this module, you tried to produce a drawing of an abstract figure from oral instructions given by another participant. For the second round of drawing, communication rules were developed to avoid accidents.

MODULE #15 -- FLAG GAME

In this module, a small group of participants holds a group discussion, but each member must signal his intent before he can speak. The large group discusses whether "flagging" could be useful in the client-practitioner interaction.

MODULE #16 -- COMMUNICATION ISOMETRICS

In this module, you practiced specific communication behaviors such as attending, stopping, expressing yourself, or responding to stopping. The particular behavior to be practiced was signaled by a pack of cue cards.

MODULE #17 -- REPERTOIRE REVIEW

In this module, you analyzed a communication accident and identified three specific behaviors that might have prevented the accident. You role-played the accident and each of the three alternate ways the conversation might have gone.

MODULE #18 -- TRACKING THE TRANSACTION

In this module, you and a partner role-played a client-practitioner interaction. You each then filled out an ANSWER SHEET and compared answers. You then role-played a second time with reversed roles.

MODULE #19 -- BARRIER BUSTING

In this module, client, practitioner, and management groups role-played an interaction to identify where barriers exist for the client-in-situation approach. After the role-play, all participated in developing ways to overcome barriers to service.

MODULE #20 -- SYSTEM ACCOUNTABILITY

In this module, you identified the various audiences to which information systems are accountable. A small group was formed to represent each important audience. Each group then identified what measures of accountability were now used and what new measures could be developed to represent the client-in-situation approach.

APPENDIX G

RECORD OF CONTENT ANALYSIS PROCEDURES

Coding Record..Page G-3

The Scheme.. G-6

/CONTENT ANALYSIS SCHEME #1/

PARTICIPANTS' EVALUATIONS OF TRAINING MODULES: CODING RECORD

Purpose and method: A total of 20 modules were used for training. For each module, the participants were asked to fill out an evaluation form. This form included a series of 10 close-ended scales and a series of two open-ended questions. The use of the close-ended scales is described in Chapters I and IV. This appendix details how the open-ended responses were analyzed. The two questions asked were:

- What did you get out of your participation in this module?
- What things prevented or hindered you from gaining from your participation in this module?

In order to tap what the workshop participants gained from each module, and what hindered them from gaining, a content analysis scheme was developed. The scheme was derived from the responses collected after the first use of the modules in Test #1. See Chapter I and IV for an explanation of the two test evaluations. All responses from the Test #1 evaluations were utilized in developing a content analysis scheme with 10 major categories and 51 sub-categories. The 10 major categories included:

- conceptual learnings gained
- learnings about self gained
- participant's own limitations that hindered gains
- technical aspects of module that hindered gains
- technical aspects of module that facilitated gains
- content and subject matter of module that hindered gains
- content and subject matter of module that facilitated gains
- applicability of module that facilitated gains
- applicability of module that hindered gains
- general comments on module.

Application: The scheme was applied to the answers given to the two questions that asked participants what they gained from and what hindered their gains from involvement in the modules.

Unit of analysis: The entire response to both questions for each participant was the unit of analysis. Each response could be coded to multiple depths -- i.e. counted into as many of the 51 sub-categories of the scheme into which it fit. To accomplish this coding, the entire response from one participant was broken into response segments, each segment being one thought, one idea, one criticism, one learning. Each response segment was coded into only one sub-category.

Special instructions and coding rules:

- Always code from specific to general. If a particular response segment can be coded into more than one sub-category, code to the more specific category.

- * In responses where participants used only the subject "I" or "we", but through context one can infer that s/he was considering self as a practitioner, code accordingly rather than treating the response as reference to self.
- * Any mention of awareness of client frustration without reference to any institution as the responsible agent for such frustration, code as other learnings (06) instead of weakness of system and practitioner (05).
- * Any response that touched on the instability of life, the constant flux of situations, code as awareness of client-in-situation approach (01) instead of other learnings (06).
- * Any mention of participant's awareness of helpfulness of information/system/practitioner from client/public/people's perspective, code as participant's awarensss of the need to assess system and practitioner effectiveness in a user context (03).

Interjudge coding reliability: Whenever content analytic techniques are used as a means of describing verbal responses both quantitatively and qualititatively, it is important to have some measure of the degree to which different coders coded the same responses the same way. For purposes of checking interjudge coding reliability for the use of this content analytic scheme, 10%[1] of the participant evaluation forms were selected randomly. A master coder then coded this set of 62 evaluation forms. In doing so, the master coder coded 118 codable responses. This, then, became the n for the reliability check and the question became: would another coder isolate the same 118 responses. Two measures of interjudge coding reliability were used: Stempel's percentage agreement index[2] and Scott's index[3]. The Stempel index is simply a measure of the proportion of codes two coders agreed on out of all codes they completed for comparison. The Scott's index starts with the same baseline but adjusts the computations to compensate for that portion of the agreement between two coders that could have been obtained purely by chance. For more detailed explanations of the two reliability measures, see the two articles cited below. Results of the computations are presented on the next page.

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[1] A systematic sampling of participant evaluations was made. All the evaluation sheets were first arranged randomly. Then every 10th sheet was pulled out for double coding and reliability checking. A total of 62 evaluation sheets were selected into the sample.

[2] Guido H. Stempel III, Increasing reliability in content analysis, Journalism Quarterly, Fall 1955, pp. 449-455.

[3] William A. Scott, Reliability of content analysis: the case of nominal coding, Public Opinion Quarterly, Fall 1955, pp. 321-325.

Code[a]	Results of master coding[b]	Disagreements by other coder	Code[a]	Results of master coding[b]	Disagreements by other coder
01	5.1%	0	47	0.0%	0
02	15.2	1	48	0.0	0
03	3.4	1	49	0.0	0
04	2.5	0	50	1.7	0
05	7.6	1	51	0.8	0
06	8.5	2	61	0.0	0
11	1.7	0	62	1.7	1
12	0.8	0	63	1.7	1
13.	2.5	0	64	4.2	0
21	11.0	0	65	0.0	0
22	0.8	1	66	0.0	0
23	0.0	0	71	0.0	0
24	0.8	0	72	2.5	0
25	0.0	0	73	0.8	0
26	6.8	2	74	0.0	0
27	0.0	0	81	0.0	0
28	0.0	0	82	0.8	0
29	0.0	0	91	0.8	0
30	0.0	0	92	1.7	2
31	0.0	0	93	0.0	0
41	0.8	0	101	1.7	0
42	1.7	0	102	1.7	0
43	1.7	1	103	0.0	0
44	0.0	0	111	0.8	0
45	0.8	0	112	0.8	1
46	5.9	0			
TOTALS	---	-	---	100.0[b]	14

STEMPEL'S PERCENTAGE AGREEMENT INDEX

$$1 - \frac{14}{118} = 0.88^{c}$$

SCOTT'S INDEX

$$\frac{.88 - .06}{1 - .06} = 0.87^{d}$$

---

[a] These numbers refer to the sub-categories in the code scheme. A complete copy of the code scheme follows this page in Appendix G.

[b] This column is expressed as the percentage of all 118 codable response segments coded into each category by the master coder. The percentages will not sum to 100.0 exactly because of rounding error.

[c] This figure indicates the percentage of all segments coded by two coders that the two coders agreed on. In actuality, the second coder isolated only 116 codable response segments. These two disagreements are represented in the total of 14 disagreements above.

[d] This figure is an analagous measure of reliability but is adjusted for the distribution of responses across codes. The .06 figure represents the adjustment and can be interpreted as the amount of agreement two coders could have obtained purely by chance.

/CONTENT ANALYSIS SCHEME #1/

PARTICIPANTS' EVALUATION OF TRAINING MODULES -- THE SCHEME

Code	Explanation	Examples
CONCEPTUAL LEARNINGS GAINED		
01	Participant's awareness of the significance of the client-in-situation approach, the need for understanding clients, their situations, needs, feelings, and perceptions.	* _Clients are not typical._ * _Individual problems need individual approach._ * _I'm glad I'm aware of the client-in-situation approach._ * _Demography and outward appearances are less important than the client's feelings and perceptions of his situation._ * _I think it is important to understand the situation of the client._ * _We need to understand how the clients feel._ * _We need to get to the client._ * _Wish I had the technique to get to the client-in-situation._
02	Participant's awareness of the communication process, things that might bring about communication accidents, and the skills involved that might help to eliminate them.	* _Communication is important._ * _Communication skills are needed._ * _I can see how communication accidents can affect the information practitioners._ * _There is a need to improve interviewing techniques._ * _Awareness of the devastation caused when someone doesn't listen._ * _Awareness of the existence of communication accidents and how they occur._ * _Need to learn how to cope with and remedy accidents._ * _The module drew my attention to habits which cause communication accidents._
03	Participant's awareness of the bases people use for assessing helpfulness of information and the need to measure system and practitioner effectiveness and accountability in a user context.	* _The current accountability measures were inadequare._ * _We should measure client's satisfaction in terms of helpfulness._ * _It makes me realize people look for help not information._ * _It increased my awareness of what is or can be helpful to the client seeking information._ * _We should have new ways of measuring effectiveness._

Code	Explanation	Examples
04	Participant's awareness of the different types of information, namely I_1, I_2 and I_3, the distinction among them as well as the usefulness and significance of each.	* *It showed the informing process in action.* * *I_2 and I_3 are more important than I_1, facts don't always help.* * *The distinction between "information" and "recreation" can be an artificial one.* * *Awareness of the steps one uses to get to the information one needs.* * *It showed the strategies people use to get informed and what things are informing.* * *It heightens the sense of awareness of the process client went through in trying to get information or resources to help solve problems.*
05	Participant's awareness of the role and approach of the system and practitioners, weaknesses, drawbacks and problems they have as well as improvements that could be made.	* *It made me realize the need to reconsider and clarify own role and role of the institution.* * *This makes me think about what the practitioner should and should not be doing.* * *It reinforced my ideas about how poorly our system works.* * *We are now fitting problem to system, it should be vice versa.* * *A realization that the system has required less attention to clients and more to system functions and needs.* * *I gained new insights about myself -how to relate in my job.* * *It made me felt a little more of what some of my clients must feel when they are bounced from agency to agency without resolution to a problem.* * *Understanding the frustration created by being unable to approach institutions, and get some resolutions as a result of information provided.* * *It makes me see how practitioners are not helpful.* * *Awareness of the situation can help the practitioner determine how to help the client.* *(Note: Awareness of situation is considered ways of improving practitioner's help, therefore it is coded here instead of 01)*
06	Participant's awareness of other learnings, insights, perspectives gained.	* *A feeling I was beginning to make more sense of things.* * *Got a glimpse of the new ideas and concepts.* * *Got a lot of things to think about.* * *Gained scattered insights and an overall*

(continued)

Code	Explanation	Examples
		picture. * *It provided me with ways of looking at things.*
LEARNINGS ABOUT SELF GAINED		
11	Participant's awareness of own shortcomings, or/and own misperceptions.	* *Awareness of what I need and lack.* * *It made clear how much I still haven't learned.* * *Pointed out how little I really know about the business.* * *I actually don't know my client as well as I thought.* * *What I thought was true was not, my perceptions were not really accurate.* * *Awareness of the fact that I related to people on basis of their appearance instead on what they tell me about their cognitive picture.*
12	Participant's awareness of how he personally deals with situations and measures his own success.	* *It was useful to me in learning how I deal with problems.* * *I learned about how I deal with troublesome situations.* * *I'm aware of how I used to justify what I did when I was facing those situations.* * *I reached a state in which I became aware of the fallacies of how I measure success.*
13	Participant's awareness of other new insights/ perspectives he gained about self.	* *I gained insight about myself.* * *I am now able to see how I can improve my own awareness.* * *I had an awareness of own shortcomings and ways of improvement.* * *I had new direction for my own development and growth.* * *I got out of a rut.*
PARTICIPANT'S OWN LIMITATION(S) THAT HINDERED GAINS		
21	Participant's sense of inadequacy, his inability to come up with ideas, examples, questions or his lack of skills and	* *Trying to find a topic took a while.* * *Feeling inadequate, not knowing specific skills to get to client-in-situation.* * *Nothing but my own slowness in thought process.*

(continued)

Code	Explanation	Examples
	techniques, including general slowness in thought process.	* *I felt I ran out of ideas for discussion.* * *I had a hard time deciding what to tell or to get started.* * *I couldn't think of any question.* * *I had trouble comprehending.* * *I'm just overwhelmed. This is intellectual overload.* * *A general lack of small group focusing technique.*
22	Participant's conditioning, prejudice, or preconceived ideas which hindered his learning, performance, including reluctance to accept new ideas.	* *Tradition, it hinders me in my learning.* * *My preconceived ideas blocked me.* * *The conditioning I have in the perception of clients prevents me from learning.* * *My defensiveness prevents me from learning the new approach.*
23	Participant's concern over own performance in following instructions and directions.	* *I was somewhat bothered by being afraid I wasn't following instructions.* * *I felt pretty uncomfortable not knowing how I do.* * *I'm not sure whether I'm using "canned" situation types.*
24	Participant's lack of knowledge and information about own system or/and lack of experience.	* *My lack of knowledge of what my board of directors really does hindered me.* * *It is my own lack of knowledge and experience which prevented me from gaining.* * *I'm not real sure how our board of directors use all those numbers.* * *Lack of experience prevented me from gaining.*
25	Participant's inability to attend to more than one thing at a time.	* *It was difficult to handle the way it was, i.e. difficult to stop paying attention to a story I really wanted to hear and instead try to be aware of the communication skills I use.* * *I became too involved in the discussion and neglected the communicating behaviors.* * *It was distracting when you have to be aware of discussion and the communication skills involved.*

Code	Explanation	Examples
26	Participant's personal dislike for the format of the module.	* *Getting tired of small group discussions.* * *The module should be less competitive.* * *I couldn't relate to a yes/no format.* * *I hate playing games like this. I am initially turned off by anything called a game.* * *I found estimating percentages very difficult. Having to write down numbers and add them were unpleasant.* * *Slogans always bother me. I don't think I can stand them.*
27	Participant's physical limitations such as fatigue, exhaustion or laziness.	* *I'm just too lazy, didn't do what I should.* * *Lack of physical energy to continue.* * *Exhaustion, I'm just too tired.* * *More fatigue than anything else that hindered me from gaining from the module.* * *I'm just too sleepy to carry out the work.*
28	Participant's uneasiness over revealing self.	* *I don't enjoy being dissected in public.* * *Having the private side seen by anyone makes me uncomfortable.* * *I don't feel easy when what I did was being analyzed in public.*
29	Participant's reluctance to get involved or participant's lack of interest.	* *Lack of willingness to get down to the deepest level of discussion.* * *Partner did not feel too involved.* * *This is not what I really wanted to do.*
30	Participant's perception that he is being restricted by resources/services provided by the system.	* *I cannot do much because of the resources and services my system provides.* * *We have only limited resources.* * *Those services belong to social service organizations.*
31	Other individual limitations of participants not codable above.	* *I'm not prepared.* * *I think what I can do is limited.*
TECHNICAL ASPECTS OF MODULE THAT HINDERED GAINS		
41	Directions/instructions provided were not clear/	* *Would appreciate a clarification on what info. questions really means.*

(continued)

Code	Explanation	Examples
	adequate, including insufficient information.	* *We were a little unclear when we should stop the discussion.* * *It is frustrating to deal with a situation in which what is expected of me is not stated clearly.* * *Would have enjoyed the title of the books which prompted such positive responses, seriously felt it would have prpovided common frame of reference.*
42	Terms were overwhelmingly technical, too much jargon, nomenclature confusing.	* *I felt confused all about the terminology.* * *There is simply too much jargon.* * *Confusion - the jargon is overwhelmingly technical.* * *The terms are just confusing.*
43	Format for group interaction was unfavorable for the development of rapport, insights, or/and depth discussions.	* *Small group could not establish the trust, rapport necessary for depth discussions.* * *It was difficult for small groups to stick to the given guidelines in their discussions.* * *One of the member of the group dominated the discussion. Others were not able to express themselves.*
44	Connections within/between/among modules were unclear.	* *I didn't understand the connection between the exercise and the handout.* * *It is difficult to link this to abstract ideas in earlier modules.* * *The overall theme of the modules was hard to detect.* * *It was difficult to try to tie the modules together.*
45	Module was too long/too much, needed to be split into sections.	* *The game was too long in relation to the concepts communicated.* * *Length of module, perhaps module should be split into separate modules.*
46	Lack of time for discussions, practices or playing, more time needed.	* *Not enough time.* * *Needed more time to become aware of changes in my focus.* * *Lack of time.* * *Needed more time on discussion.* * *Not enough time to discuss helpfulness fully.*

(continued)

Code	Explanation	Examples
		* *Not enought time to discuss or formulate answers.* * *Should have spent longer on each sub-group.*
47	Too much time devoted to training/practice/playing of module.	* *I felt too much time is spent on playing the module.* * *It is simply too much time spent for the amount of training.* * *Going through the time-line game once is enough.*
48	Pace of training was too slow.	* *The training dragged on for too long.* * *We have discussed that for eight hours and are ready to move on to something else.* * *Questioner tended to be verbose in explaining questions. Moved too slowly.*
49	Module/exercise should have been introduced earlier.	* *Feel we should have done these as we went along.* * *A great idea, we should start keeping those cue cards sooner.*
50	Overall work time was too long, started too early in the morning or lasted too late in the evening, or inappropriate break-times.	* *It's just too much, wokshop hours are too long.* * *Early mornings. We have to get up too early in the morning.* * *I got so tired by the end of the day that I couldn't think at all.* * *Training sessions lasted too late at night. You just get too tired.* * *I would rather have different break-times than what we have.* * *I hate to do those exercises so late at night.*
51	Other hindering technical aspects of module not codable above.	* *This is a difficult module, the dynamics of it were difficult to get into.*
TECHNICAL ASPECTS OF MODULE THAT FACILITATED GAINS		
61	Directions/instructions given were clear, helpful.	* *It is nice to have the questions as discussion guide.* * *Discussion questions help to keep us on the track.* * *It is nice to know what is expected of you.*

Code	Explanation	Examples
62	Format for group interaction favorable to gaining insights, developing rapport or/and indepth discussions.	* *It was helpful to hear the ways others had rephrased and internalized their thoughts.* * *Our group worked very well, and came up with good insights.* * *Enjoyed the smaller group, felt I had more of an opportunity to say something.* * *Small group discussions provided a focus for intensive, developmental thinking and learning.* * *The group worked together well, using consensus to reach decisions.* * *Our small group was a good one which enhances the exercise.*
63	Format(other than group interaction) of module facilitated gains.	* *Changing topic is good.* * *Appreciate the opportunity to work alone.* * *It helped to be given the chance to practice what you just learned.*
64	Connections within/between/among modules were clear.	* *This may be necessary to get a better grasp on what were abstract ideas in earlier modules.* * *The earlier modules prepared me for this later one. They really helped.*
65	General appreciation over the time given for thinking, writing notes etc.	* *It is nice to have the time and material to jot down important information which made personal sense to me.* * *It is nice to be given time to think about what you just learned.*
66	Other facilitating technical aspects of module not codable above.	
CONTENT AND SUBJECT MATTER OF MODULE THAT HINDERED GAINS		
71	Concepts were too new, different, difficult.	* *The concepts, they were too big a jump for some.* * *The newness of the terms and way of looking at communication hindered my learning.* * *I found this too new and different to absorb in this reading.*

(continued)

Code	Explanation	Examples
		* *Confusion of terms-too big a jump for some. (Note: This can be coded in two different places, 42 and here)*
72	Content or topic of module not interesting, nothing new, redundant to what was known.	* *Topic wasn't interesting to me.* * *It is rather redundant to what I have done before in other workshops.* * *Okay as a summary, but nothing new.*
73	Examples given were not adequate, not illustrative or not applicable.	* *Examples could have put more emphasis on attitudinal situation on part of both role players.* * *Some confusion about the examples as to which categories cause which kinds of questions.* * *Could not see how examples of certain responses were illustrative of the particular state we were discussing.* * *I'd like a demo. role play of practitioners being helpful to contrast and to see workable skills.*
74	Other content and subject matter of module that hindered participants from gaining.	
CONTENT AND SUBJECT MATTER OF MODULE THAT FACILITATED GAINS		
81	Examples given were illustrative, helpful, appropriate.	* *Some of the examples were right on.* * *The examples really helped.*
82	Other content and subject matter of module which facilitated gains.	
APPLICABILITY OF MODULE THAT FACILITATED GAINS		
91	Participants were able to apply or make	* *I was able to see how they all fit into the information system.*

(continued)

Code	Explanation	Examples
	use of module.	* Gave me the chance to consider how it can affect on-the-job behavior. * I was able to grasp a sense of the applicability of all kinds of tools.
92	Applicability/usefulness of module to work/real life situation was clear/relevant.	* The module is relevant to direct application. * The training is good for future use. * Some things in the module can be implemented without changing the system.
93	Other elements which facilitated applicability of module.	
	APPLICABILITY OF MODULE THAT HINDERED GAINS	
101	Participants were unable to apply or make use of module.	* I couldn't make the terms fit into role of library. * I don't see how you can apply all these to world situation. * I don't think I can apply the concepts to my job situation.
102	Applicability/usefulness of module to work/real life situation was not clear/relevant.	* The game did not involve skills/anything one could do to control factors in order to come to resolution. * The module is just unrealistic. It is not applicable.
103	Other elements which hindered applicability of module.	* The system won't change, you just can't apply the module.
	GENERAL COMMENTS ON MODULE	
111	Favorable general comments about module.	* It was a fun filled experience. * It was enjoyable. * Module does what it intends to achieve.
112	Unfavorable general comments about module.	* The instructor was too judgmental about alternative ways of looking at things.

APPENDIX H

QUANTIFIED DATA RECORDS FOR THE TWO TEST EVALUATIONS OF THE MODULES

Table 4-1

Quantified data record for Module #1, WHERE ARE YOU NOW.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	6.3	25.0	31.3	25.0	12.5	0.0	0.0	4.9	1.1	16
	#2	5.6	33.3	27.8	33.3	0.0	0.0	0.0	5.1	1.0	18
Involving to me	#1	12.5	25.0	31.3	25.0	6.3	0.0	0.0	5.1	1.1	16
	#2	16.7	11.1	61.1	16.7	0.0	0.0	0.0	5.3	0.9	18
Made me think a lot	#1	31.3	31.3	12.5	18.8	6.3	0.0	0.0	5.6	1.3	16
	#2	5.6	27.8	50.0	16.7	0.0	0.0	0.0	5.2	0.8	18
Provided a lot of learnings	#1	12.5	12.5	31.3	25.0	18.8	0.0	0.0	4.8	1.3	16
	#2	0.0	22.2	38.9	38.9	0.0	0.0	0.0	4.8	0.8	18
Challenging to me	#1	0.0	12.5	37.5	18.8	25.0	6.3	0.0	4.3	1.2	16
	#2	5.6	22.2	22.2	22.2	22.2	0.0	0.0	4.5	1.4	18
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	37.5	18.8	12.5	25.0	6.3	0.0	0.0	5.6	1.4	16
	#2	22.2	27.8	16.7	27.8	5.6	0.0	0.0	5.3	1.3	18
Helpful in interactions with clients	#1	6.3	31.3	18.8	31.3	0.0	12.5	0.0	4.8	1.4	16
	#2	11.1	22.2	27.8	27.8	11.1	0.0	0.0	4.9	1.2	18
Apply frequently to work situations	#1	25.0	25.0	12.5	18.8	12.5	6.3	0.0	5.1	1.6	16
	#2	23.5	23.5	29.4	5.9	17.6	0.0	0.0	5.3	1.4	17

(continued)

Table 4-1 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	14.3	35.7	28.6	7.1	0.0	14.3	0.0	5.1	1.6	14
	#2	17.6	23.5	11.8	35.3	11.8	0.0	0.0	5.0	1.4	17
Gave new sense of professional direction	#1	12.5	12.5	12.5	25.0	0.0	18.8	18.8	3.8	2.1	16
	#2	11.1	5.6	27.8	27.8	16.7	5.6	5.6	4.3	1.6	18

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 16 participants who evaluated Module #1 in Test #1 and 18 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-2

Quantified data record for Module #2, THE COLLECTIVE CLIENT.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	5.6	27.8	22.2	27.8	0.0	16.7	0.0	4.6	1.5	18
	#2	22.2	27.8	27.8	16.7	0.0	5.6	0.0	5.4	1.3	18
Involving to me	#1	22.2	38.9	22.2	5.6	5.6	5.6	0.0	5.5	1.4	18
	#2	11.1	50.0	22.2	11.1	0.0	5.6	0.0	5.4	1.2	18
Made me think a lot	#1	44.4	33.3	16.7	0.0	0.0	5.6	0.0	6.1	1.3	18
	#2	35.3	41.2	23.5	0.0	0.0	0.0	0.0	6.1	0.8	17
Provided a lot of learnings	#1	22.2	50.0	16.7	5.6	0.0	5.6	0.0	5.7	1.2	18
	#2	33.3	33.3	22.2	5.6	5.6	0.0	0.0	5.8	1.2	18
Challenging to me	#1	22.2	33.3	27.8	5.6	0.0	11.1	0.0	5.4	1.5	18
	#2	11.1	55.6	16.7	0.0	16.7	0.0	0.0	5.4	1.2	18
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	52.9	17.6	29.4	0.0	0.0	0.0	0.0	6.2	0.9	17
	#2	27.8	33.3	22.2	5.6	5.6	5.6	0.0	5.6	1.4	18
Helpful in interactions with clients	#1	23.5	41.2	29.4	5.9	0.0	0.0	0.0	5.8	0.9	17
	#2	33.3	38.9	16.7	11.1	0.0	0.0	0.0	5.9	1.0	18
Apply frequently to work situations	#1	29.4	29.4	29.4	11.8	0.0	0.0	0.0	5.8	1.0	17
	#2	22.2	22.2	27.8	27.8	0.0	0.0	0.0	5.4	1.1	18

(continued)

Table 4-2 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	0.0	5.9	52.9	11.8	11.8	11.8	5.9	4.1	1.4	17
	#2	11.8	17.6	11.8	35.3	23.5	0.0	0.0	4.6	1.4	17
Gave new sense of professional direction	#1	11.8	23.5	52.9	5.9	5.9	0.0	0.0	5.3	1.0	17
	#2	16.7	16.7	55.6	5.6	5.6	0.0	0.0	5.3	1.0	18

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 18 participants who evaluated Module #2 in Test #1 and 18 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-3

Quantified data record for Module #3, WHAT YOU NEED TO KNOW.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	12.5	31.3	37.5	12.5	0.0	6.3	0.0	5.3	1.2	16
	#2	5.9	29.4	47.1	5.9	11.8	0.0	0.0	5.1	1.1	17
Involving to me	#1	18.8	50.0	25.0	0.0	6.3	0.0	0.0	5.8	1.0	16
	#2	11.8	58.8	11.8	17.6	0.0	0.0	0.0	5.6	0.9	17
Made me think a lot	#1	25.0	43.8	18.8	12.5	0.0	0.0	0.0	5.8	1.0	16
	#2	41.2	29.4	29.4	0.0	0.0	0.0	0.0	6.1	0.9	17
Provided a lot of learnings	#1	18.8	37.5	31.3	6.3	6.3	0.0	0.0	5.6	1.1	16
	#2	35.3	29.4	29.4	5.9	0.0	0.0	0.0	5.9	1.0	17
Challenging to me	#1	18.8	25.0	43.8	12.5	0.0	0.0	0.0	5.5	1.0	16
	#2	29.4	29.4	23.5	11.8	5.9	0.0	0.0	5.6	1.2	17
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	26.7	40.0	20.0	13.3	0.0	0.0	0.0	5.8	1.0	15
	#2	41.2	23.5	11.8	5.9	11.8	5.9	0.0	5.6	1.7	17
Helpful in interactions with clients	#1	33.3	33.3	20.0	13.3	0.0	0.0	0.0	5.9	1.1	15
	#2	35.3	23.5	35.3	5.9	0.0	0.0	0.0	5.9	1.0	17
Apply frequently to work situations	#1	40.0	26.7	13.3	13.3	6.7	0.0	0.0	5.8	1.3	15
	#2	35.3	17.6	17.6	11.8	11.8	0.0	5.9	5.3	1.8	17

(continued)

H-7

Table 4-3 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	13.3	26.7	26.7	20.0	0.0	6.7	6.7	4.9	1.7	15
	#2	5.9	17.6	17.6	35.3	17.6	5.9	0.0	4.4	1.3	17
Gave new sense of professional direction	#1	13.3	6.7	53.3	13.3	0.0	13.3	0.0	4.8	1.4	15
	#2	5.9	47.1	29.4	11.8	5.9	0.0	0.0	5.4	1.0	17

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 16 participants who evaluated Module #3 in Test #1 and 17 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-4

Quantified data record for Module #4, THE TIME-LINE GAME.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	47.1	17.6	11.8	17.6	0.0	0.0	5.9	5.7	1.7	17
	#2	47.1	17.6	17.6	5.9	5.9	5.9	0.0	5.8	1.6	17
Involving to me	#1	52.9	23.5	5.9	11.8	0.0	5.9	0.0	6.0	1.5	17
	#2	41.2	23.5	17.6	5.9	11.8	0.0	0.0	5.8	1.4	17
Made me think a lot	#1	35.3	0.0	29.4	23.5	5.9	0.0	5.9	5.1	1.7	17
	#2	18.8	43.8	31.3	0.0	6.3	0.0	0.0	5.7	1.0	16
Provided a lot of learnings	#1	35.3	17.6	17.6	23.5	0.0	5.9	0.0	5.5	1.5	17
	#2	6.3	37.5	37.5	6.3	12.5	0.0	0.0	5.2	1.1	16
Challenging to me	#1	29.4	0.0	17.6	35.3	5.9	5.9	5.9	4.7	1.8	17
	#2	5.9	5.9	41.2	35.3	11.8	0.0	0.0	4.6	1.0	17
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	5.9	52.9	17.6	17.6	5.9	0.0	0.0	5.4	1.1	17
	#2	17.6	17.6	35.3	11.8	17.6	0.0	0.0	5.1	1.3	17
Helpful in interactions with clients	#1	23.5	41.2	11.8	23.5	0.0	0.0	0.0	5.6	1.1	17
	#2	23.5	23.5	29.4	17.6	5.9	0.0	0.0	5.4	1.2	17
Apply frequently to work situations	#1	12.5	37.5	25.0	18.8	0.0	6.3	0.0	5.3	1.3	16
	#2	11.8	29.4	11.8	35.3	11.8	0.0	0.0	4.9	1.3	17

(continued)

Table 4-4 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	0.0	18.8	37.5	12.5	18.8	6.3	6.3	4.3	1.5	16
	#2	6.3	18.8	6.3	37.5	31.3	0.0	0.0	4.3	1.3	16
Gave new sense of professional direction	#1	0.0	37.5	25.0	25.0	6.3	6.3	0.0	4.8	1.2	16
	#2	11.8	23.5	29.4	23.5	11.8	0.0	0.0	5.0	1.2	17

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 17 participants who evaluated Module #4 in Test #1 and 17 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-5

Quantified data record for Module #5, AN AGENDA FOR CHANGE.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	6.7	0.0	13.3	6.7	26.7	20.0	26.7	2.9	1.8	15
	#2	11.8	23.5	29.4	17.6	5.9	11.8	0.0	4.8	1.5	17
Involving to me	#1	6.7	13.3	20.0	6.7	13.3	26.7	13.3	3.6	2.0	15
	#2	23.5	5.9	52.9	17.6	0.0	0.0	0.0	5.4	1.1	17
Made me think a lot	#1	13.3	53.3	6.7	0.0	6.7	13.3	6.7	5.0	2.0	15
	#2	35.3	58.8	0.0	5.9	0.0	0.0	0.0	6.2	0.8	17
Provided a lot of learnings	#1	6.7	13.3	33.3	6.7	6.7	20.0	13.3	3.9	1.9	15
	#2	29.4	29.4	29.4	0.0	5.9	5.9	0.0	5.6	1.4	17
Challenging to me	#1	26.7	20.0	26.7	0.0	6.7	20.0	0.0	5.0	1.9	15
	#2	31.3	18.8	25.0	18.8	6.3	0.0	0.0	5.5	1.3	16
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	13.3	6.7	33.3	6.7	26.7	0.0	13.3	4.2	1.9	15
	#2	29.4	35.3	17.6	11.8	5.9	0.0	0.0	5.7	1.2	17
Helpful in interactions with clients	#1	0.0	21.4	35.7	7.1	7.1	21.4	7.1	4.1	1.7	14
	#2	35.3	41.2	5.9	11.8	5.9	0.0	0.0	5.9	1.2	17
Apply frequently to work situations	#1	7.1	7.1	28.6	21.4	28.6	0.0	7.1	4.1	1.5	14
	#2	35.3	23.5	17.6	11.8	11.8	0.0	0.0	5.6	1.4	17

(continued)

Table 4-5 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	0.0	7.1	7.1	21.4	28.6	7.1	28.6	2.9	1.6	14
	#2	5.9	5.9	5.9	41.2	29.4	11.8	0.0	3.8	1.3	17
Gave new sense of professional directions	#1	14.3	7.1	50.0	14.3	0.0	7.1	7.1	4.7	1.6	14
	#2	29.4	29.4	11.8	11.8	11.8	5.9	0.0	5.4	1.6	17

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 15 participants who evaluated Module #5 in Test #1 and 17 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-6

Quantified data record for Module #6, THE COMMUNICATION ACCIDENT COMPANY.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale 7	6	5	4	3	2	1	Mean	s.d.	n[b]
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	43.8	18.8	18.8	12.5	6.3	0.0	0.0	5.8	1.3	16
	#2	31.3	31.3	25.0	6.3	6.3	0.0	0.0	5.8	1.2	16
Involving to me	#1	50.0	12.5	25.0	12.5	0.0	0.0	0.0	6.0	1.2	16
	#2	43.8	31.3	25.0	0.0	0.0	0.0	0.0	6.2	0.8	16
Made me think a lot	#1	31.3	12.5	43.8	12.5	0.0	0.0	0.0	5.6	1.1	16
	#2	50.0	37.5	12.5	0.0	0.0	0.0	0.0	6.4	0.7	16
Provided a lot of learnings	#1	25.0	12.5	50.0	12.5	0.0	0.0	0.0	5.5	1.0	16
	#2	50.0	31.3	12.5	0.0	6.3	0.0	0.0	6.2	1.1	16
Challenging to me	#1	18.8	6.3	31.3	31.3	0.0	12.5	0.0	4.8	1.5	16
	#2	31.3	18.8	37.5	6.3	6.3	0.0	0.0	5.6	1.2	16
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	43.8	31.3	18.8	6.3	0.0	0.0	0.0	6.1	1.0	16
	#2	43.8	37.5	18.8	0.0	0.0	0.0	0.0	6.2	0.8	16
Helpful in interactions with clients	#1	50.0	37.5	6.3	6.3	0.0	0.0	0.0	6.3	0.9	16
	#2	50.0	31.3	18.8	0.0	0.0	0.0	0.0	6.3	0.8	16
Apply frequently to work situations	#1	50.0	37.5	6.3	6.3	0.0	0.0	0.0	6.3	0.9	16
	#2	56.3	37.5	6.3	0.0	0.0	0.0	0.0	6.5	0.6	16

(continued)

Table 4-6 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	46.7	13.3	20.0	13.3	6.7	0.0	0.0	5.8	1.4	15
	#2	26.7	0.0	53.3	20.0	0.0	0.0	0.0	5.3	1.1	15
Gave new sense of professional direction	#1	6.3	25.0	18.8	37.5	6.3	6.3	0.0	4.7	1.3	16
	#2	13.3	53.3	6.7	26.7	0.0	0.0	0.0	5.5	1.1	15

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 16 participants who evaluated Module #6 in Test #1 and 16 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-7

Quantified data record for Module #7, INFORMING IN ACTION.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	26.7	40.0	13.3	20.0	0.0	0.0	0.0	5.7	1.1	15
	#2	33.3	44.4	16.7	5.6	0.0	0.0	0.0	6.1	0.9	18
Involving to me	#1	26.7	13.3	40.0	6.7	6.7	0.0	6.7	5.2	1.7	15
	#2	22.2	44.4	16.7	5.6	5.6	5.6	0.0	5.6	1.4	18
Made me think a lot	#1	26.7	26.7	20.0	20.0	0.0	6.7	0.0	5.4	1.5	15
	#2	22.2	44.4	16.7	11.1	5.6	0.0	0.0	5.7	1.1	18
Provided a lot of learnings	#1	26.7	6.7	40.0	20.0	6.7	0.0	0.0	5.3	1.3	15
	#2	22.2	38.9	22.2	11.1	5.6	0.0	0.0	5.6	1.1	18
Challenging to me	#1	28.6	0.0	21.4	35.7	0.0	7.1	7.1	4.7	1.9	14
	#2	27.8	16.7	16.7	16.7	11.1	11.1	0.0	5.0	1.7	18
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	33.3	13.3	26.7	20.0	6.7	0.0	0.0	5.5	1.4	15
	#2	35.3	29.4	23.5	5.9	5.9	0.0	0.0	5.8	1.2	17
Helpful in interactions with clients	#1	33.3	26.7	13.3	20.0	0.0	6.7	0.0	5.5	1.5	15
	#2	35.3	35.3	17.6	5.9	5.9	0.0	0.0	5.9	1.2	17
Apply frequently to work situations	#1	26.7	6.7	40.0	20.0	0.0	6.7	0.0	5.2	1.4	15
	#2	29.4	41.2	5.9	11.8	5.9	5.9	0.0	5.6	1.5	17

(continued)

Table 4-7 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	0.0	21.4	42.9	21.4	7.1	7.1	0.0	4.6	1.2	14
	#2	17.6	11.8	17.6	47.1	5.9	0.0	0.0	4.9	1.3	17
Gave new sense of professional direction	#1	13.3	13.3	13.3	46.7	0.0	6.7	6.7	4.5	1.6	15
	#2	11.8	29.4	23.5	29.4	0.0	0.0	5.9	5.0	1.5	17

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 15 participants who evaluated Module #7 in Test #1 and 18 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-8

Quantified data record for Module #8, THE BEST BOOK.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	56.3	6.3	25.0	12.5	0.0	0.0	0.0	6.1	1.2	16
	#2	55.6	22.2	16.7	0.0	5.6	0.0	0.0	6.2	1.1	18
Involving to me	#1	50.0	25.0	6.3	18.8	0.0	0.0	0.0	6.1	1.2	16
	#2	50.0	22.2	22.2	0.0	5.6	0.0	0.0	6.1	1.1	18
Made me think a lot	#1	43.8	18.8	12.5	25.0	0.0	0.0	0.0	5.8	1.3	16
	#2	27.8	50.0	16.7	5.6	0.0	0.0	0.0	6.0	0.8	18
Provided a lot of learnings	#1	25.0	31.3	25.0	12.5	6.3	0.0	0.0	5.6	1.2	16
	#2	22.2	38.9	38.9	0.0	0.0	0.0	0.0	5.8	0.8	18
Challenging to me	#1	20.0	26.7	20.0	33.3	0.0	0.0	0.0	5.3	1.2	15
	#2	27.8	16.7	38.9	11.1	5.6	0.0	0.0	5.5	1.2	18
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	31.3	18.8	18.8	31.3	0.0	0.0	0.0	5.5	1.3	16
	#2	35.3	11.8	47.1	0.0	0.0	5.9	0.0	5.6	1.3	17
Helpful in interactions with clients	#1	25.0	25.0	31.3	18.8	0.0	0.0	0.0	5.6	1.1	16
	#2	27.8	38.9	22.2	5.6	0.0	5.6	0.0	5.7	1.3	18
Apply frequently to work situations	#1	12.5	31.3	12.5	37.5	6.3	0.0	0.0	5.1	1.2	16
	#2	27.8	27.8	22.2	16.7	0.0	5.6	0.0	5.5	1.4	18

(continued)

Table 4-8 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	6.7	13.3	33.3	26.7	20.0	0.0	0.0	4.6	1.2	15
	#2	5.9	23.5	23.5	17.6	23.5	5.9	0.0	4.5	1.4	17
Gave new sense of professional direction	#1	6.3	18.8	31.3	37.5	6.3	0.0	0.0	4.8	1.0	16
	#2	5.9	47.1	41.2	5.9	0.0	0.0	0.0	5.5	0.7	17

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 16 participants who evaluated Module #8 in Test #1 and 18 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-9

Quantified data record for Module #9, THE CLIENT ALWAYS WINS.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	26.7	60.0	6.7	0.0	6.7	0.0	0.0	6.0	1.0	15
	#2	29.4	17.6	35.3	5.9	5.9	5.9	0.0	5.4	1.5	17
Involving to me	#1	56.3	12.5	25.0	0.0	0.0	6.3	0.0	6.1	1.4	16
	#2	35.3	29.4	17.6	11.8	5.9	0.0	0.0	5.8	1.3	17
Made me think a lot	#1	43.8	37.5	18.8	0.0	0.0	0.0	0.0	6.3	0.8	16
	#2	47.1	29.4	17.6	5.9	0.0	0.0	0.0	6.2	1.0	17
Provided a lot of learnings	#1	43.8	12.5	31.3	12.5	0.0	0.0	0.0	5.9	1.1	16
	#2	41.2	29.4	29.4	0.0	0.0	0.0	0.0	6.1	0.9	17
Challenging to me	#1	40.0	0.0	46.7	6.7	0.0	6.7	0.0	5.5	1.5	15
	#2	35.3	35.3	11.8	17.6	0.0	0.0	0.0	5.9	1.1	17
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	73.3	20.0	6.7	0.0	0.0	0.0	0.0	6.7	0.6	15
	#2	56.3	31.3	6.3	6.3	0.0	0.0	0.0	6.4	0.9	16
Helpful in interactions with clients	#1	60.0	20.0	20.0	0.0	0.0	0.0	0.0	6.4	0.8	15
	#2	58.8	23.5	17.6	0.0	0.0	0.0	0.0	6.4	0.8	17
Apply frequently to work situations	#1	53.3	40.0	6.7	0.0	0.0	0.0	0.0	6.5	0.6	15
	#2	35.3	52.9	11.8	0.0	0.0	0.0	0.0	6.2	0.7	17

(continued)

Table 4-9 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale 7	6	5	4	3	2	1	Mean	s.d.	n[b]
Accepted with ease in institution	#1	21.4	28.6	28.6	7.1	7.1	7.1	0.0	5.3	1.5	14
	#2	11.8	5.9	23.5	35.3	11.8	11.8	0.0	4.4	1.5	17
Gave new sense of professional direction	#1	33.3	13.3	46.7	6.7	0.0	0.0	0.0	5.7	1.0	15
	#2	23.5	41.2	29.4	5.9	0.0	0.0	0.0	5.8	0.9	17

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 16 participants who evaluated Module #9 in Test #1 and 17 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-10

Quantified data record for Module #10, INFORMING FOR MOVEMENT.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	0.0	6.3	37.5	43.8	6.3	6.3	0.0	4.3	0.9	16
	#2	0.0	17.6	35.3	35.3	5.9	5.9	0.0	4.5	1.1	17
Involving to me	#1	6.3	0.0	37.5	25.0	25.0	6.3	0.0	4.2	1.2	16
	#2	5.9	29.4	17.6	41.2	5.9	0.0	0.0	4.9	1.1	17
Made me think a lot	#1	12.5	25.0	18.8	25.0	12.5	6.3	0.0	4.8	1.5	16
	#2	17.6	23.5	41.2	17.6	0.0	0.0	0.0	5.4	1.0	17
Provided a lot of learnings	#1	12.5	12.5	12.5	37.5	25.0	0.0	0.0	4.5	1.4	16
	#2	23.5	17.6	29.4	29.4	0.0	0.0	0.0	5.4	1.2	17
Challenging to me	#1	20.0	6.7	20.0	26.7	20.0	0.0	6.7	4.5	1.7	15
	#2	17.6	23.5	23.5	35.3	0.0	0.0	0.0	5.2	1.1	17
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	42.9	7.1	21.4	28.6	0.0	0.0	0.0	5.6	1.3	14
	#2	11.8	47.1	17.6	17.6	5.9	0.0	0.0	5.4	1.1	17
Helpful in interactions with clients	#1	28.6	7.1	28.6	28.6	7.1	0.0	0.0	5.2	1.4	14
	#2	17.6	35.3	41.2	0.0	5.9	0.0	0.0	5.6	1.0	17
Apply frequently to work situations	#1	42.9	14.3	7.1	28.6	7.1	0.0	0.0	5.6	1.5	14
	#2	23.5	29.4	23.5	17.6	5.9	0.0	0.0	5.5	1.2	17

(continued)

Table 4-10 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	9.1	9.1	18.2	54.2	9.1	0.0	0.0	4.5	1.1	11
	#2	0.0	6.7	33.3	40.0	13.3	6.7	0.0	4.2	1.0	15
Gave new sense of professional direction	#1	15.4	15.4	15.4	38.5	7.7	7.7	0.0	4.7	1.5	13
	#2	12.5	37.5	31.3	18.8	0.0	0.0	0.0	5.4	1.0	16

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 16 participants who evaluated Module #10 in Test #1 and 17 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-11

Quantified data record for Module #11, SITUATION-FACING IN REVIEW.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale 7	6	5	4	3	2	1	Mean	s.d.	n[b]
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	26.7	26.7	20.0	20.0	0.0	6.7	0.0	5.4	1.5	15
	#2	0.0	35.3	29.4	17.6	11.8	5.9	0.0	4.8	1.3	17
Involving to me	#1	53.3	26.7	13.3	6.7	0.0	0.0	0.0	6.3	1.0	15
	#2	23.5	29.4	29.4	11.8	5.9	0.0	0.0	5.5	1.2	17
Made me think a lot	#1	53.3	46.7	0.0	0.0	0.0	0.0	0.0	6.5	0.5	15
	#2	23.5	52.9	11.8	5.9	5.9	0.0	0.0	5.8	1.1	17
Provided a lot of learnings	#1	53.3	33.3	13.3	0.0	0.0	0.0	0.0	6.4	0.7	15
	#2	17.6	41.2	11.8	17.6	11.8	0.0	0.0	5.4	1.3	17
Challenging to me	#1	42.9	28.6	21.4	7.1	0.0	0.0	0.0	6.1	1.0	14
	#2	0.0	47.1	29.4	11.8	11.8	0.0	0.0	5.1	1.1	17
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	40.0	40.0	6.7	13.3	0.0	0.0	0.0	6.1	1.0	15
	#2	17.6	23.5	41.2	17.6	0.0	0.0	0.0	5.4	1.0	17
Helpful in interactions with clients	#1	50.0	21.4	21.4	7.1	0.0	0.0	0.0	6.1	1.0	14
	#2	25.0	18.8	31.3	25.0	0.0	0.0	0.0	5.4	1.2	16
Apply frequently to work situations	#1	46.7	26.7	26.7	0.0	0.0	0.0	0.0	6.2	0.9	15
	#2	12.5	18.8	31.3	25.0	12.5	0.0	0.0	4.9	1.2	16

(continued)

Table 4-11 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	25.0	16.7	33.3	16.7	8.3	0.0	0.0	5.3	1.3	12
	#2	6.3	12.5	18.8	37.5	18.8	6.3	0.0	4.3	1.3	16
Gave new sense of professional direction	#1	28.6	14.3	35.7	21.4	0.0	0.0	0.0	5.5	1.2	14
	#2	5.9	17.6	41.2	17.6	11.8	5.9	0.0	4.7	1.3	17

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 15 participants who evaluated Module #11 in Test #1 and 17 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-12

Quantified data record for Module #12, FORGET-ME-KNOTS.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	6.3	12.5	31.3	18.8	18.8	12.5	0.0	4.3	1.4	16
	#2	23.5	47.1	11.8	17.6	0.0	0.0	0.0	5.8	1.0	17
Involving to me	#1	12.5	18.8	37.5	12.5	18.8	0.0	0.0	4.9	1.3	16
	#2	35.3	41.2	5.9	11.8	5.9	0.0	0.0	5.9	1.2	17
Made me think a lot	#1	31.3	25.0	25.0	12.5	6.3	0.0	0.0	5.6	1.3	16
	#2	52.9	23.5	11.8	11.8	0.0	0.0	0.0	6.2	1.1	17
Provided a lot of learnings	#1	6.3	25.0	25.0	31.3	12.5	0.0	0.0	4.8	1.2	16
	#2	52.9	17.6	23.5	5.9	0.0	0.0	0.0	6.2	1.0	17
Challenging to me	#1	12.5	12.5	43.8	18.8	0.0	12.5	0.0	4.8	1.4	16
	#2	41.2	17.6	17.6	17.6	5.9	0.0	0.0	5.7	1.4	17
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	31.3	43.8	6.3	12.5	6.3	0.0	0.0	5.8	1.2	16
	#2	52.9	11.8	29.4	5.9	0.0	0.0	0.0	6.1	1.1	17
Helpful in interactions with clients	#1	43.8	25.0	12.5	6.3	12.5	0.0	0.0	5.8	1.4	16
	#2	52.9	17.6	23.5	5.9	0.0	0.0	0.0	6.2	1.0	17
Apply frequently to work situations	#1	31.3	37.5	6.3	12.5	12.5	0.0	0.0	5.6	1.4	16
	#2	58.8	11.8	11.8	17.6	0.0	0.0	0.0	6.1	1.2	17

(continued)

Table 4-12 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	13.3	13.3	33.3	6.7	13.3	6.7	13.3	4.3	2.0	15
	#2	25.0	6.3	25.0	43.8	0.0	0.0	0.0	5.1	1.3	16
Gave new sense of professional direction	#1	18.8	31.3	18.8	18.8	12.5	0.0	0.0	5.3	1.3	16
	#2	20.0	20.0	20.0	40.0	0.0	0.0	0.0	5.2	1.2	15

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 16 participants who evaluated Module #12 in Test #1 and 17 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-13

Quantified data record for Module #13, ACCIDENT PREVENTION.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale 7	6	5	4	3	2	1	Mean	s.d.	n[b]
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	62.5	25.0	6.3	6.3	0.0	0.0	0.0	6.4	0.9	16
	#2	22.2	33.3	22.2	11.1	11.1	0.0	0.0	5.4	1.3	18
Involving to me	#1	56.3	37.5	0.0	6.3	0.0	0.0	0.0	6.4	0.8	16
	#2	22.2	50.0	22.2	5.6	0.0	0.0	0.0	5.9	0.8	18
Made me think a lot	#1	43.8	43.8	12.5	0.0	0.0	0.0	0.0	6.3	0.7	16
	#2	50.0	33.3	16.7	0.0	0.0	0.0	0.0	6.3	0.8	18
Provided a lot of learnings	#1	37.5	50.0	6.3	6.3	0.0	0.0	0.0	6.2	0.8	16
	#2	38.9	44.4	11.1	5.6	0.0	0.0	0.0	6.2	0.9	18
Challenging to me	#1	43.8	31.3	18.8	0.0	0.0	6.3	0.0	6.0	1.3	16
	#2	44.4	38.9	16.7	0.0	0.0	0.0	0.0	6.3	0.8	18
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	62.5	31.3	6.3	0.0	0.0	0.0	0.0	6.6	0.6	16
	#2	50.0	33.3	16.7	0.0	0.0	0.0	0.0	6.3	0.8	18
Helpful in interactions with clients	#1	37.5	50.8	12.5	0.0	0.0	0.0	0.0	6.3	0.7	16
	#2	44.4	38.9	11.1	5.6	0.0	0.0	0.0	6.2	0.9	18
Apply frequently to work situations	#1	31.3	68.8	0.0	0.0	0.0	0.0	0.0	6.3	0.5	16
	#2	50.0	27.8	22.2	0.0	0.0	0.0	0.0	6.3	0.8	18

(continued)

Table 4-13 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	40.0	20.0	13.3	20.0	6.7	0.0	0.0	5.7	1.4	15
	#2	0.0	29.4	29.4	17.6	23.5	0.0	0.0	4.6	1.2	17
Gave new sense of professional direction	#1	20.0	33.3	33.3	6.7	6.7	0.0	0.0	5.5	1.1	15
	#2	16.7	38.9	27.8	11.1	5.6	0.0	0.0	5.5	1.1	18

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 16 participants who evaluated Module #13 in Test #1 and 18 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-14

Quantified data record for Module #14, TWO-WAY RE-DO.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	----	----	----	----	----	----	----	---	---	--
	#2	23.5	23.5	17.6	23.5	11.8	0.0	0.0	5.2	1.4	17
Involving to me	#1	----	----	----	----	----	----	----	---	---	--
	#2	41.2	29.4	11.8	17.6	0.0	0.0	0.0	5.9	1.1	17
Made me think a lot	#1	----	----	----	----	----	----	----	---	---	--
	#2	70.6	5.9	17.6	5.9	0.0	0.0	0.0	6.4	1.0	17
Provided a lot of learnings	#1	----	----	----	----	----	----	----	---	---	--
	#2	52.9	23.5	23.5	0.0	0.0	0.0	0.0	6.3	0.8	17
Challenging to me	#1	----	----	----	----	----	----	----	---	---	--
	#2	47.1	17.6	17.6	17.6	0.0	0.0	0.0	5.9	1.2	17
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	----	----	----	----	----	----	----	---	---	--
	#2	29.4	47.1	23.5	0.0	0.0	0.0	0.0	6.1	0.7	17
Helpful in interactions with clients	#1	----	----	----	----	----	----	----	---	---	--
	#2	41.2	35.3	23.5	0.0	0.0	0.0	0.0	6.2	0.8	17
Apply frequently to work situations	#1	----	----	----	----	----	----	----	---	---	--
	#2	35.3	47.1	17.6	0.0	0.0	0.0	0.0	6.2	0.7	17

(continued)

Table 4-14 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	----	----	----	----	----	----	----	---	---	--
	#2	6.3	0.0	50.0	31.3	6.3	6.3	0.0	4.5	1.1	16
Gave new sense of professional direction	#1	----	----	----	----	----	----	----	---	---	--
	#2	18.8	31.3	25.0	25.0	0.0	0.0	0.0	5.4	1.1	16

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 17 participants who evaluated Module #14 in Test #2. Discrepancies between the ns above and this n are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV. Module #14 was not tested in the Test #1 workshop.

Table 4-15

Quantified data record for Module #15, FLAG GAME.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale 7	6	5	4	3	2	1	Mean	s.d.	n[b]
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	26.7	20.0	33.3	20.0	0.0	0.0	0.0	5.5	1.1	15
	#2	18.8	37.5	31.3	0.0	6.3	6.3	0.0	5.4	1.4	16
Involving to me	#1	33.3	33.3	20.0	13.3	0.0	0.0	0.0	5.9	1.1	15
	#2	18.8	37.5	37.5	6.3	0.0	0.0	0.0	5.7	0.9	16
Made me think a lot	#1	60.0	13.3	20.0	6.7	0.0	0.0	0.0	6.3	1.0	15
	#2	25.0	50.0	18.8	6.3	0.0	0.0	0.0	5.9	0.9	16
Provided a lot of learnings	#1	26.7	46.7	20.0	6.7	0.0	0.0	0.0	5.9	0.9	15
	#2	33.3	53.3	13.3	0.0	0.0	0.0	0.0	6.2	0.7	15
Challenging to me	#1	60.0	6.7	20.0	13.3	0.0	0.0	0.0	6.1	1.2	15
	#2	40.0	26.7	26.7	6.7	0.0	0.0	0.0	6.0	1.0	15
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	35.7	35.7	21.4	7.1	0.0	0.0	0.0	6.0	1.0	14
	#2	25.0	31.3	37.5	6.3	0.0	0.0	0.0	5.8	0.9	16
Helpful in interactions with clients	#1	35.7	35.7	14.3	14.3	0.0	0.0	0.0	5.9	1.1	14
	#2	37.5	37.5	18.8	6.3	0.0	0.0	0.0	6.1	0.9	16
Apply frequently to work situations	#1	21.4	42.9	21.4	7.1	7.1	0.0	0.0	5.6	1.2	14
	#2	25.0	31.3	37.5	6.3	0.0	0.0	0.0	5.8	0.9	16

(continued)

Table 4-15 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	8.3	25.0	16.7	33.3	16.7	0.0	0.0	4.8	1.3	12
	#2	6.7	13.3	33.3	33.3	6.7	6.7	0.0	4.6	1.2	15
Gave new sense of professional direction	#1	15.4	30.8	30.8	23.1	0.0	0.0	0.0	5.4	1.0	13
	#2	13.3	13.3	40.0	33.3	0.0	0.0	0.0	5.1	1.0	15

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 15 participants who evaluated Module #15 in Test #1 and 16 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-16

Quantified data record for Module #16, COMMUNICATION ISOMETRICS.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale 7	6	5	4	3	2	1	Mean	s.d.	n[b]
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	20.0	33.3	33.3	0.0	6.7	6.7	0.0	5.4	1.4	15
	#2	25.0	12.5	37.5	6.3	18.8	0.0	0.0	5.2	1.4	16
Involving to me	#1	46.7	33.3	6.7	6.7	6.7	0.0	0.0	6.1	1.2	15
	#2	25.0	25.0	37.5	6.3	6.3	0.0	0.0	5.6	1.2	16
Made me think a lot	#1	33.3	33.3	20.0	13.3	0.0	0.0	0.0	5.9	1.1	15
	#2	31.3	25.0	31.3	6.3	6.3	0.0	0.0	5.7	1.2	16
Provided a lot of learnings	#1	26.7	40.0	13.3	20.0	0.0	0.0	0.0	5.7	1.1	15
	#2	31.3	25.0	43.8	0.0	0.0	0.0	0.0	5.9	0.9	16
Challenging to me	#1	13.3	40.0	26.7	6.7	13.3	0.0	0.0	5.3	1.2	15
	#2	37.5	18.8	25.0	18.8	0.0	0.0	0.0	5.8	1.2	16
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	33.3	26.7	33.3	6.7	0.0	0.0	0.0	5.9	1.0	15
	#2	31.3	43.8	18.8	0.0	6.3	0.0	0.0	5.9	1.1	16
Helpful in interactions with clients	#1	28.6	50.0	14.3	7.1	0.0	0.0	0.0	6.0	0.9	14
	#2	31.3	56.3	12.5	0.0	0.0	0.0	0.0	6.2	0.7	16
Apply frequently to work situations	#1	20.0	46.7	26.7	6.7	0.0	0.0	0.0	5.8	0.9	15
	#2	40.0	26.7	26.7	6.7	0.0	0.0	0.0	6.0	1.0	15

(continued)

Table 4-16 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	0.0	21.4	28.6	42.9	0.0	0.0	7.1	4.5	1.3	14
	#2	14.3	7.1	14.3	42.9	14.3	7.1	0.0	4.4	1.5	14
Gave new sense of professional direction	#1	6.7	33.3	33.3	26.7	0.0	0.0	0.0	5.2	0.9	15
	#2	6.7	13.3	46.7	26.7	6.7	0.0	0.0	4.9	1.0	15

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 15 participants who evaluated Module #16 in Test #1 and 16 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-17

Quantified data record for Module #17, REPERTOIRE REVIEW.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	----	----	----	----	----	----	----	---	---	--
	#2	52.9	35.3	11.8	0.0	0.0	0.0	0.0	6.4	0.7	17
Involving to me	#1	----	----	----	----	----	----	----	---	---	--
	#2	50.0	25.0	25.0	0.0	0.0	0.0	0.0	6.2	0.9	16
Made me think a lot	#1	----	----	----	----	----	----	----	---	---	--
	#2	41.2	47.1	5.9	5.9	0.0	0.0	0.0	6.2	0.8	17
Provided a lot of learnings	#1	----	----	----	----	----	----	----	---	---	--
	#2	35.3	41.2	17.6	5.9	0.0	0.0	0.0	6.1	0.9	17
Challenging to me	#1	----	----	----	----	----	----	----	---	---	--
	#2	17.6	52.9	17.6	5.9	5.9	0.0	0.0	5.7	1.0	17
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	----	----	----	----	----	----	----	---	---	--
	#2	29.4	29.4	35.3	5.9	0.0	0.0	0.0	5.8	1.0	17
Helpful in interactions with clients	#1	----	----	----	----	----	----	----	---	---	--
	#2	31.3	31.3	31.3	6.3	0.0	0.0	0.0	5.9	1.0	16
Apply frequently to work situations	#1	----	----	----	----	----	----	----	---	---	--
	#2	25.0	31.3	37.5	0.0	6.3	0.0	0.0	5.7	1.1	16

(continued)

Table 4-17 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	----	----	----	----	----	----	----	---	---	--
	#2	6.3	18.8	31.3	31.3	12.5	0.0	0.0	4.8	1.1	16
Gave new sense of professional direction	#1	----	----	----	----	----	----	----	---	---	--
	#2	6.3	25.0	50.0	18.8	0.0	0.0	0.0	5.2	0.8	16

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 17 participants who evaluated Module #17 in Test #2. Discrepancies between the ns above and this n are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV. Module #17 was not tested in the Test #1 workshop.

Table 4-18

Quantified data record for Module #18, TRACKING THE TRANSACTION.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	31.3	43.8	12.5	0.0	0.0	6.3	6.3	5.6	1.7	16
	#2	23.5	17.6	23.5	29.4	5.9	0.0	0.0	5.2	1.3	17
Involving to me	#1	68.8	18.8	0.0	12.5	0.0	0.0	0.0	6.4	1.0	16
	#2	23.5	41.2	29.4	5.9	0.0	0.0	0.0	5.8	0.9	17
Made me think a lot	#1	75.0	0.0	12.5	12.5	0.0	0.0	0.0	6.4	1.1	16
	#2	52.9	23.5	17.6	5.9	0.0	0.0	0.0	6.2	1.0	17
Provided a lot of learnings	#1	68.8	6.3	0.0	18.8	6.3	0.0	0.0	6.1	1.5	16
	#2	41.2	23.5	23.5	5.9	5.9	0.0	0.0	5.9	1.2	17
Challenging to me	#1	68.8	0.0	6.3	12.5	12.5	0.0	0.0	6.0	1.6	16
	#2	52.9	17.6	5.9	17.6	5.9	0.0	0.0	5.9	1.4	17
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	68.8	18.8	12.5	0.0	0.0	0.0	0.0	6.6	0.7	16
	#2	35.3	41.2	23.5	0.0	0.0	0.0	0.0	6.1	0.8	17
Helpful in interactions with clients	#1	75.0	6.3	18.8	0.0	0.0	0.0	0.0	6.6	0.8	16
	#2	29.4	47.1	23.5	0.0	0.0	0.0	0.0	6.1	0.7	17
Apply frequently to work situations	#1	53.3	26.7	13.3	6.7	0.0	0.0	0.0	6.3	1.0	15
	#2	25.0	37.5	31.3	6.3	0.0	0.0	0.0	5.8	0.9	16

(continued)

Table 4-18 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale 7	6	5	4	3	2	1	Mean	s.d.	n[b]
Accepted with ease in institution	#1	33.3	13.3	20.0	13.3	0.0	13.3	6.7	5.0	2.0	15
	#2	6.7	6.7	26.7	40.0	20.0	0.0	0.0	4.4	1.1	15
Gave new sense of professional direction	#1	33.3	26.7	26.7	6.7	6.7	0.0	0.0	5.7	1.2	15
	#2	6.7	46.7	26.7	20.0	0.0	0.0	0.0	5.4	0.9	15

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 16 participants who evaluated Module #18 in Test #1 and 17 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.

Table 4-19

Quantified data record for Module #19, BARRIER BUSTING.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	----	----	----	----	----	----	----	---	---	--
	#2	22.2	38.9	16.7	5.6	16.7	0.0	0.0	5.4	1.4	18
Involving to me	#1	----	----	----	----	----	----	----	---	---	--
	#2	44.4	11.1	33.3	11.1	0.0	0.0	0.0	5.9	1.1	18
Made me think a lot	#1	----	----	----	----	----	----	----	---	---	--
	#2	44.4	27.8	16.7	11.1	0.0	0.0	0.0	6.1	1.1	18
Provided a lot of learnings	#1	----	----	----	----	----	----	----	---	---	--
	#2	35.3	29.4	35.3	0.0	0.0	0.0	0.0	6.0	0.9	17
Challenging to me	#1	----	----	----	----	----	----	----	---	---	--
	#2	44.4	5.6	27.8	22.2	0.0	0.0	0.0	5.7	1.3	18
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	----	----	----	----	----	----	----	---	---	--
	#2	50.0	22.2	27.8	0.0	0.0	0.0	0.0	6.2	0.9	18
Helpful in interactions with clients	#1	----	----	----	----	----	----	----	---	---	--
	#2	41.2	23.5	17.6	17.6	0.0	0.0	0.0	5.9	1.2	17
Apply frequently to work situations	#1	----	----	----	----	----	----	----	---	---	--
	#2	37.5	31.3	18.8	12.5	0.0	0.0	0.0	5.9	1.1	16

(continued)

Table 4-19 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale 7	6	5	4	3	2	1	Mean	s.d.	n[b]
Accepted with ease in institution	#1	----	----	----	----	----	----	----	---	---	--
	#2	0.0	6.3	25.0	50.0	0.0	18.8	0.0	4.0	1.2	16
Gave new sense of professional direction	#1	----	----	----	----	----	----	----	---	---	--
	#2	20.0	40.0	26.7	13.3	0.0	0.0	0.0	5.7	1.0	15

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 18 participants who evaluated Module #19 in Test #2. Discrepancies between the ns above and this n are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV. Module #19 was not tested in the Test #1 workshop.

Table 4-20

Quantified data record for Module #20, SYSTEM ACCOUNTABILITY.

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
QUALITY OF LEARNING EXPERIENCE											
Enjoyable to me	#1	28.6	28.6	21.4	14.3	7.1	0.0	0.0	5.6	1.3	14
	#2	5.9	29.4	47.1	11.8	5.9	0.0	0.0	5.2	1.0	17
Involving to me	#1	50.0	28.6	14.3	0.0	0.0	7.1	0.0	6.1	1.4	14
	#2	17.6	41.2	35.3	5.9	0.0	0.0	0.0	5.7	0.8	17
Made me think a lot	#1	50.0	21.4	21.4	7.1	0.0	0.0	0.0	6.1	1.0	14
	#2	41.2	35.3	23.5	0.0	0.0	0.0	0.0	6.2	0.8	17
Provided a lot of learnings	#1	50.0	21.4	21.4	0.0	7.1	0.0	0.0	6.1	1.2	14
	#2	11.8	41.2	35.3	11.8	0.0	0.0	0.0	5.5	0.9	17
Challenging to me	#1	42.9	21.4	28.6	0.0	0.0	7.1	0.0	5.9	1.4	14
	#2	29.4	23.5	35.3	0.0	11.8	0.0	0.0	5.6	1.3	17
RELEVANCE AND APPLICATION OF LEARNINGS											
Relevant to on-the-job	#1	50.0	21.4	28.6	0.0	0.0	0.0	0.0	6.2	0.9	14
	#2	58.8	17.6	17.6	0.0	5.9	0.0	0.0	6.2	1.1	17
Helpful in interactions with clients	#1	21.4	21.4	28.6	21.4	0.0	0.0	7.1	5.1	1.6	14
	#2	6.3	37.5	43.8	6.3	6.3	0.0	0.0	5.3	0.9	16
Apply frequently to work situations	#1	28.6	14.3	42.9	14.3	0.0	0.0	0.0	5.6	1.1	14
	#2	37.5	25.0	18.8	12.5	0.0	6.3	0.0	5.7	1.4	16

(continued)

Table 4-20 (continued)

ATTRIBUTE PAIRS[a]		Percentage of respondents marking each point on a seven-point attribute-rating scale							Mean	s.d.	n[b]
		7	6	5	4	3	2	1			
Accepted with ease in institution	#1	7.1	0.0	21.4	35.7	14.3	21.4	0.0	3.9	1.4	14
	#2	5.9	17.6	29.4	17.6	17.6	11.8	0.0	4.4	1.5	17
Gave new sense of professional direction	#1	50.0	28.6	14.3	0.0	7.1	0.0	0.0	6.1	1.2	14
	#2	25.0	37.5	31.3	6.3	0.0	0.0	0.0	5.8	0.9	16

[a] Participants evaluated modules on a 7-point scale for each attribute. Attributes are listed in terms of the "high" end of the scale. For example, participants indicated whether the module was "very enjoyable to me" (7 on the scale) or any gradation down to "not enjoyable at all to me" (1 on the scale). For a copy of the actual data collection instrument, see Appendix F.

[b] There were 14 participants who evaluated Module #20 in Test #1 and 17 who did so in Test #2. Discrepancies between the ns above and these ns are due to missing data. The ns also vary across modules. The reasons for this variation are indicated in Chapter IV.